REPORT

OF THE

SECONDARY EDUCATION REORGANISATION COMMITTEE

UTTAR PRADESH

1953

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1. Secondary education — Committee reports

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FROM

DR. ACHARYA NARENDRA DEVA, M.A., LL.B. D.LITT.,
CHAIRMAN, U. P. SECONDARY EDUCATION
REORGANISATION COMMITTEE.

TO

THE SECRETARY TO GOVERNMENT,
UTTAR PRADESH,
EDUCATION DEPARTMENT,
LUCKNOW.

No. S/470. *Dated Lucknow, May* 8, 1953.

SIR,

With reference to G. O. No. A/1550/X-3030-52, dated March 18, 1952, we beg to submit to Government the accompanying report of the committee appointed to examine the progress of the scheme of Secondary Education in the State. We were specially charged with the task of determining how far the execution of the scheme of Secondary Education has been in keeping with the objects expected to be fulfilled. We were also required to examine a few specific questions and to suggest ways and means for effecting improvements with a view to making the secondary education scheme successful as a whole.

2. The committee desires to place on record its deep appreciation of the whole hearted co-operation and invaluable assistance it has received from educational institutions, Government officers of the Departments of Education and Industries, individuals and other organisations, in the discharge of its duties. Our thanks are also due to other State Governments for the valuable information they have supplied to the committee at its request. The committee also expresses its grateful thanks to the Chairmen of sub-committees that were appointed to assist it in its task.

The committee gratefully acknowledges its debt to its Secretary Sri Bhagwati Sharan Singh and his staff for their hard work and the deep interest they have taken in facilitating the work of the committee.

Yours faithfully,

1 Narendra Deva (*Chairman*)
2 Krishna Deva Prasad Gaur
3 K. Sabarwal
4 B. P. Bajpai
5 Ram Balak Shastri
6 Rajnath Kunzru
7 Ram Ballabh Sharma
8 Leela Mahmood
9 K. N. Sukul
10 V. G. Jhingran
11 G. N. Kapoor
12 R. N. Gupta
13 T. Gorowala
14 C. M. Bhatia
15 Pyare Lal Srivastava
16 D. P. Mukerjee
17 Kailash Prakash
18 Krishna Chandra
19 Raja Ram
20 K. P. S. Malani
21 Hiralal Khanna
22 L. M. Bhatia
23 D. R. Dhingra
24 Mohammad Asrar Ahmad
25 Sita Ram
26 C. N. Chak
72 N. M. Antani
28 C. Mahajan
29 Bhagwati Sharan Singh

Lucknow :
May 8, 1953.

(*Secretary*)

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CHAPTER I

PRELIMINARY

Introduction—The Government of Uttar Pradesh appointed a committee in 1938 with Acharya Narendra Deva as Chairman and Dr. I. R. Khan as Secretary, to examine the condition of education at the Primary and Secondary stages in this State, in all its aspects, and to suggest improvements with a view to re-organising the whole educational system, then prevailing, to raise the standard of education by giving it different types of bias, chiefly vocational, and to recommend how the educational courses should be divided into several self-contained stages. The Committee submitted an exhaustive report in February 1939 when the first Congress Government was in office. But as it went out of office very shortly after, the recommendations of the Committee, as far as they related to secondary education, were not implemented until after the Congress Government had again assumed office in 1946, and the revised scheme of secondary education in this State was formally introduced in July 1948. The recommendations of the first Acharya Narendra Deva Committee regarding secondary education are given in Appendix I and a summary of the Revised Scheme, as implemented by the Education Department of Government and introduced from July 1948, is given in appendix II.

After the new scheme had worked for about four years (1948 to 1952), it was felt in various quarters that the scheme of secondary education needed re-examination with a view to determining how far the results expected of it had been achieved and whether any changes had become necessary. The Government of Uttar Pradesh, therefore, appointed this new Committee in March 1952, to examine the progress of the scheme introduced from July 1948 and to submit a reoprt to Government. A copy of the G. O. no. A.1550/XV—3030-52, dated March 18, 1952 appointing the Committee is given in Appendix IV. The term of the Committee was later extended up to December 31, 1952 and subsequently to June 30, 1953.

2. *Terms of reference*—The terms of reference as mentioned in the Government Order of March 18, 1952 were as follows :

(1) To examine the new scheme of secondary education made operative from July 1948 with a view to determine how far the execution has been in keeping with the objects expected to be fulfilled.

(2) To examine the various groups A, B, C and D, laid down by the Board of High School and Intermediate Education and the detailed subjects included in each with a view to seeing how far each is complete in itself and has proved to be so in the fulfilment of the objects of Secondary Education as laid down in the first Acharya Narendra Deva Committee Report.

(3) To determine how far boys and girls have been directed to take up different types of courses according to their pre-dispositions and aptitudes.

(4) To determine the extent to which success has been achieved in the introduction in Government as well as non-Government institutions of the new groups C and D,

(*a*) to assess the utility of introducing the subjects in a particular area, and

(*b*) to examine the extent to which suitable provision by way of staff and equipment has been made for the successful teaching of these subjects.

(5) To examine how far the practical and industrial subjects have helped those who have taken up these courses to make them choose professions related to these activities.

(6) After assessing the merits and demerits of the execution of the new scheme, to suggest ways and means in which improvements could be effected in making the Secondary Education Scheme successful as a whole. Suggestions should also cover the financial implications of the scheme.

(7) To consider if and in what way, technical education can be co-ordinated with general education.

In subsequent G. O. no. A-1757/XV—3249-48, dated March 27, 1952 and A-2363/XV—1242-47, dated April 14, 1952, the following two items were also added to the terms of reference :

(8) To examine the working of the Continuation Classes in Government and non-Government schools and to determine how far the objects expected have been fufilled. To make recommendations about the syllabus, eligibility for admission and the award of a certificate to successful candidates and the equivalence of such a certificate.

(9) To consider the recommendations of "Holidays and School Hours Committee".

Later on, in G. O. no. A-6337/XV—3030-52, dated November 11, 1952, Government ordered that the following three more items be added to the terms of reference of the Committee :

(10) To examine the existing system of selection of text-books and to suggest ways and means for the production of text-books for the use of students and also to consider how far frequent changes in the text-books could be avoided.

(11) To enquire into the present system of conducting High School and Intermediate Examinations.

(12) To consider the existing system of management of non-Government institutions and to suggest changes which might remove the various defects.

3. *Other specific questions*—Dr. Sampurnanand, the then Minister of Education, while inaugurating the first meeting of this Committee on March 30, 1952, suggested that the Committee should also offer advice on the following items connected with the above terms of reference. A copy of the Hon'ble Minister's speech delivered on the occasion is given in Appendix V.

(1) Whether the Psychological Bureau, Allahabad, established on the basis of the recommendations of the first Acharya Narendra Deva Committee and its five regional branches, subsequently established, are proceeding on right lines?

(2) Whether the College of Domestic Science for Women, Allahabad, can really be expected to make a useful contribution to women's education ?

(3) Whether the recommendations of the Committee on Holidays and Vacations, which have a very important and valuable bearing on discipline in our schools and the health of our students, should be accepted in toto or with any modifications and implemented at an early date ?

(4) Whether it would be possible and desirable to impart and encourage religious and moral instruction and whether any positive steps can be taken to improve the present deterioration in good manners ?

(5) Whether technical education can be brought into co-ordination with general education, the two having been, so far, entirely separate from one another from start to finish ?

(6) Whether Sanskrit should be made compulsory for all students and whether English should be added to the list of compulsory subjects (as it was before 1948 except in the Hindustani Middle Schools) ?

4. *Personnel of the Committee*—The Committee constituted under the Government Order of March 18, 1952 conisted of the following :

(1) Dr. Acharya Narendra Deva, M.A., LL.B., D.LITT., Vice-Chancellor, Banaras Hindu University, Banaras .. .. *Chairman*

(2) Sri Krishna Deva Prasad Gaur, M.A., L.T., Principal, D. A. V. Intermediate College, Banaras .. .. *Member*

(3) Dr. K. Sabarwal, M.A., PH.D., Principal, Mahila Vidyalaya, Lucknow ,,

(4) Sri B. P. Bajpai, M.A., L.T., M.L.C., Lecturer, Kanya Kubja Training College, Lucknow .. ,,

(5) Sri Ram Balak Shastri, Sanskrit Teacher, Jai Narain Higher Secondary School, Banaras .. ,,

(6) Sri Raj Nath Kunzru, Manager, Victoria Higher Secondary School, Agra .. ,,

(7) Sri Ram Ballabh Sharma, M.SC., L.T., Principal, Government Higher Secondary School, Allahabad (now District Inspector of Schools, Allahabad) .. ,,

(8) Srimati Leela Mahmood, M.SC., L.T., Principal, Government Higher Secondary School (Girls), Bareilly (now Regional Inspectress of Girls Schools, Bareilly) ,,

(9) Sri Kuber Nath Sukul, M.A., B.SC., L.T., Principal, Government Training College, Banaras, (now Principal, Government Central Pedagogical Institute, Allahabad) .. .. ,,

(10) Sri V. G. Jhingran, M.SC., B.ED., (EDIN), Principal, Dharma Samaj Training College, Aligarh .. ,,

(11) Sri G. N. Kapoor, M.SC., L.T., Principal, Government Higher Secondary School, Farrukhabad .. ,,

(12) Sri R. N. Gupta, M.A., T.DIP. (LEEDS), Officiating Deputy Director of Education, Lucknow Region, Lucknow .. .. ,,

(13) Kumari T. Gorowala, B.A., T.DIP. (LONDON), Inspectress of Girls Schools, Lucknow Region, Lucknow ,,

(14) Dr. C. M. Bhatia, M.A., PH.D., (EDIN), Director, Bureau of Psychology, Allahabad .. .. ,,

(15) Sri C. N. Chak, B.A. (CANTAB.), M.SC., Deputy Director of Education (Training), Allahabad, (now Deputy Educational Adviser, Government of India, New Delhi) .. .. .. ,,

(16) Dr. Pyare Lal Srivastava, M.A., D.PHIL. (OXON), M.L.C., Professor, Allahabad University, 5 Lajpat Rai Road, New Katra, Allahabad .. .. .. ,,

(17) Professor D. P. Mukerjee, M.A., Lucknow University, Lucknow .. .. ,,

(18) Professor, N.M. Antani, M.SC., St. John's College, Agra Member
(19) Sri Kailash Prakash, M.SC., M.L.A., Meerut .. ,,
(20) Sri Krishna Chandra, B.SC., M.P., Chairman, Municipal Board, Brindaban (Mathura District) .. ,,
(21) Sri Raja Ram, M.L.A.,Atrauli, District Aligarh ,,
(22) Lt. Col. Mr. C. Mahajan, M.A. (OXON), M.L.A., Vice-Chancellor, Agra University, Agra .. ,,
(23) Dr. Sita Ram, M.SC., P.H D., M.L.A., Deoria (now Parliamentary Secretary to the Minister for Education, Uttar Pradesh) .. .. .. ,,
(24) Sri Mohammad Asrar Ahmad, M.SC., LL.B., B.T., Ex-M.L.A., Badaun. ,,
(25) The Director of Cottage Industries, Uttar Pradesh, Kanpur .. .. ,,
(26) Dr. D. R. Dhingra, M.SC., PH.D. (LONDON), Principal, Harcourt Butler Technological Institute, Kanpur ,,
(27) Sri K. P. S. Malani, M.A., Principal, Central Hindu College (Kamachha Section), Banaras .. ,,
(28) Sri Hira Lal Khanna, M.SC., Retired Principal, Arya-nagar, Kanpur .. .. .. ,,
(29) Sri Bhagwati Sharan Singh, B.A., LL.B., Officer on Special Duty (Education), Lucknow .. .. *Member-Secretary.*

5. At its first meeting held on March 31, 1952, the Chairman Acharya Narendra Deva, suggested that if the work entrusted to the Committee be divided into groups of subjects, and each group be placed in charge of a small Sub-Committee, formed for the purpose, from amongst the members of the main Committee, the whole thing might be examined expeditiously by these different Sub-Committees and finished by the time of holding the next general meeting some time in June 1952. Accordingly the following five different Sub-Committees were appointed and one group of subjects was entrusted to each as indicated below :

(1) *Sub-Committee "A"*—

Terms of reference—"To examine the various groups A, B, C and D, laid down by the Board of High School and Intermediate Education and the detailed subjects included in each with a view to seeing how far each is complete in itself and has proved to be so in the fulfilment of the objects of Secondary Education laid down in the Acharya Narendra Deva Committee Report.

Personnel.—

(1) Mr. C. Mahajan, *Chairman.*
(2) Dr. Chandra Mohan Bhatia.
(3) Kumari Tara Gorowala.
(4) Sri N. M. Antani.
(5) Sri Krishna Deva Prasad Gaur.
(6) Sri Gopinath Kapoor.
(7) Sri Rajnath Kunzru.
(8) Sri Ram Balak Shastri.
(9) Sri K. P. Sipahimalani.
(10) Sri Balbhadra Prasad Bajpai.

(2) *Sub-Committee "B"*—

Terms of Reference— To determine how far boys and girls have been directed to take up different types of courses according to their predispositions and aptitudes.

Personnel—

(1) Sri Chandra Mohan Nath Chak, *Chairman.*
(2) Dr. Pyare Lal Srivastava.
(3) Dr. Chandra Mohan Bhatia.
(4) Sri Vansh Gopal Jhingran.
(5) Sri Hira Lal Khanna.
(6) Sri Kuber Nath Sukul.
(7) Sri Ram Narayan Gupta.
(8) Sri Krishna Deva Prasad Gaur.
(9) Srimati Leela Mahmood.
(10) Sri Ram Ballabh Sharma.

———

(3) *Sub-Committee "C"*—

Terms of Reference—"4. To determine the extent to which success has been achieved in the introduction of the new groups C and D in the Government and non-Government Schools."

(*a*) to assess the utility of introducing the subjects in a particular area, and

(*b*) to examine the extent to which suitable provision by way of staff and equipment has been made for the successful teaching of these subjects."

"5. To examine how far the practical and industrial subjects have helped those who have taken up these courses to make them choose professions related to these activities."

"6. After assessing the merits and demerits of the new scheme to suggest ways and means in which improvements could be affected in making the Secondary Education Scheme successful as a whole. Suggestions should also cover the financial implications of the scheme."

"7. To determine whether technical education can be brought into co-ordination with general education, the two having been so far entirely separate from one another from start to finish."

"8. To examine the working of the Continuation Classes in Government and non-Government schools and to determine how far the objects expected have been fulfilled, and also make recommendations about the syllabus, eligibility for admission and the award of a certificate to successful candidates, and the equivalence of such a certificate."

Personnel—

(1) Sri L. M. Bhatia, *Chairman,*
(2) Sri C. N. Chak.
(3) Sri Rajnath Kunzru.
(4) Dr. D. R. Dhingra.
(5) Dr. Sita Ram.
(6) Sri Ram Ballabh Sharma.
(7) Sri Krishna Chandra.
(8) Sri Kaliash Prakash.
(9) Sri V. G. Jhingran.
(10) Dr. K. Sabarwal.
(11) Sri R. N. Gupta.
(12) Sri Kuber Nath Sukul.

———

(4) *Sub-Committee "D"*—

Terms of Reference—1. Whether the recommendations of the Committee on Holidays and Vacations, which have a very important and valuable bearing on discipline in our schools and the health of our students, should be accepted in toto or with any modifications and implemented at an early date?

2. Whether it would be possible and desirable to impart and encourage religious and moral instruction and whether any positive steps can be taken to improve the present deterioration in good manners ?

Personnel—

(1) Sri H. L. Khanna, *Chairman.*
(2) Sri Mohd. Asrar Ahmad.
(3) Sri B. P. Bajpai.
(4) Sri G. N. Kapoor.
(5) Dr. Sita Ram.
(6) Sri Kailash Prakash.
(7) Sri K. P. Sipahimalani.
(8) Dr. Pyare Lal Srivastava.
(9) Mr. C. Mahajan.
(10) Sri Ram Balak Shastri.
(11) Sri D. P. Mukerjee.

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(5) *Sub-Committee "E"*—

Terms of Reference—To examine matters concerning Women'sEducation as a whole.

Personnel—

(1) Dr. K. Sabarwal, *Chairman.*
(2) Dr. Tara Gorowala.
(3) Srimati Leela Mahmood.
(4) Sri N. M. Antani.
(5) Sri D. P. Mukerjee.
(6) Sri Raja Ram.
(7) Sri Mohd. Asrar Ahmad.

Sri Bhagwati Sharan Singh was asked to act as Secretary to all these sub-Committees.

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(6) Another sub-committee "F" was later on appointed in the last week of October 1952, to examine the question of co-ordinating Technical Education with General Education and Sri R. N. Gupta, Deputy Director of Education, Lucknow, was appointed its Convener.

Personnel—

(1) Prof. Krishna Chandra.
(2) Sri Kailash Prakash.
(3) Sri R. N. Kunzru. ..
(4) Dr. D. R. Dhingra.
(5) Sri R. N. Gupta, *Convener.*

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(7) The following two more Sub-Committees were appointed in January 1953 to examine the fresh terms of reference laid down in G. O. no. A/6337/XV—3030-52, dated November 11, 1952 :

Sub-Committee 'G'—

Terms of Reference—To examine the existing system of management of non-Government institutions and to suggest changes which might remove the various defects.

Personnel—

(1) Sri Rajnath Kunzru.
(2) Sri Kailash Prakash.
(3) Sri B. P. Bajpai.
(4) Sri K. P. Sipahimalani.
(5) Sri Ram Balak Shastri.
(6) Dr. K. Sabarwal.
(7) Sri R. N. Gupta, *Convener*

(8) *Sub-Committee "H"*

Terms of Reference—To examine the existing system of selection of text-books and to suggest ways and means for the production of text-books for the use of students and also to consider how far frequent changes in the text-books could be avoided.

Personnel—

(1) Sri R. N. Kunzru.
(2) Sri H. L. Khanna.
(3) Sri Kailash Prakash.
(4) Sri Krishna Chandra.
(5) Sri D. P. Mukerjee.
(6) Sri K. P. Gaur.
(7) Sri N. M. Antani.
(8) Srimati Leela Mahmood.
(9) Sri Ram Ballabh Sharma, *Convener*

6. Mr. C. Mahajan, Vice-Chancellor of Agra University, attended the first meeting of the Committee, held at Lucknow, on March 30/31, 1952 but could not attend the remaining meetings. His place as Chairman of Sub-Committee 'A" was, therefore, taken by Sri Rajnath Kunzru, another member of that sub-committee. Sri C. N. Chak, on being appointed as Deputy Educational Adviser to the Government of India at New Delhi in October 1952, was not able to attend the meetings of the Committee held thereafter.

To our great regret Sri Bhagwati Sharan Singh, the Secretary of the Committee, suddenly fell ill on October 16, 1952 necessitating a major surgical operation and had to proceed on leave. Sri K. N. Sukul, District Inspector of Schools, Banaras, and a member of the Committee was thereupon appointed as acting Secretary of the Committee from October 27, 1952. He performed his duties till 30th January, 1953 when Sri Singh again took over as Secretary.

7. *Press Statement*—Soon after assuming office, the Committee issued a Press Statement laying down briefly the task entrusted to it and inviting the educationists and the general public of the State interested in secondary education to help the Committee by offering their informed criticism of the scheme in operation and also constructive suggestions for affecting improvements. A copy of the Press Statement is given in appendix VI. The Press Statement was given wide publicity both in English and Hindi papers in order to elicit public opinion on the subjects of our enquiry. We were particularly anxious to know the opinion of Heads and teachers of recognised secondary institutions. In order to achieve this object, the Director of Education was requested to take necessary steps to collect their considered opinions and make them available to us. The Chairman and the Secretary of the Committee received letters and suggestions and district conferences of the Heads and teachers of institutions were convened by the District Inspectors of Schools all over the State. The consolidated opinions of such conferences were received by the Committee. Apart from this, the Deputy Directors of various regions and Regional Inspectresses of Girls' Schools were also invited to send their opinions and such other information as might prove useful to the Committee. All criticisms and proposals thus received were duly considered by the Committee.

8. *Meetings of the Committee and Sub-Committees—*

The Committee (i.e. the main body) held five meetings—four in Lucknow and one in Banaras:

(1) At Lucknow on March 30 and 31, 1952.
(2) At Banaras on October 4 to10, 1952.
(3) At Lucknow on October 27 to November 1, 1952.
(4) At Lucknow on January 31 to February 3, 1953.
(5) At Lucknow on May 5 to 8, 1953.

In addition to these five meetings, the eight Sub-Committees appointed by the Main Committee, to examine the different groups of subjects referred to them, held their separate meetings. Four of these Sub-Committees held four meetings each, and the other four held three meetings each, as indicated below:

I—Sub-Committee 'A' incharge of 'Syllabus'.

(1) At Lucknow on March 31, 1952.
(2) At Allahabad on April 18—21, 1952.
(3) At Naini Tal on June 27—30, 1952.
(4) At Lucknow on September 18-19, 1952.

II—Sub-Committee 'B' incharge of 'Examinations'.

(1) At Lucknow on March 31, 1952.
(2) At Allahabad on May 1—3, 1952.
(3) At Naini Tal on June 5 to 9, 1952.
(4) At Naini Tal on June 26-27, 1952.

III—Sub-Committee 'C' incharge of 'Vocational Education'.

(1) At Lucknow on March 31, 1952.
(2) At Lucknow on May 5-6, 1952.
(3) At Naini Tal on June 16 to 18, 1952.
(4) At Kanpur on September 12, 1952.

IV—Sub-Committee 'D' incharge of 'Miscellaneous' questions like Holidays, Discipline, Religious and Moral Education, etc.

(1) At Lucknow on March 31, 1952.
(2) At Lucknow on April 24 to 26, 1952.
(3) At Naini Tal on June 21 to 24, 1952.

V—Sub-Committee 'E' incharge of 'Women Education'.

(1) At Lucknow on March 31, 1952.
(2) At Allahabad on April 27-28, 1952.
(3) At Naini Tal on June 10 to 12, 1952.
(4) At Naini Tal on June 28, 1952.

VI—Technical Education Coordination Sub-Committee—

(1) At Lucknow on October 29, 1952.
(2) At Kanpur on November 13-14, 1952.
(3) At Kanpur on November 27-28, 1952.

VII—Sub-Committee to examine the question of better management of non-Government educational institutions—

(1) At Lucknow on March 15-16, 1953.
(2) At Lucknow on April 26, 1953.
(3) At Lucknow on May 4, 1953.

VIII—Sub-Committee to examine the question of Selection of Text-books, etc.

(1) At Lucknow on January 24, 1953.
(2) At Lucknow on February 3, 1953.
(3) At Lucknow on March 13-14, 1953.

9. *Itinerary*—The Committee visited a number of institutions in order to acquire first hand knowledge of the working of different types of Higher Secondary and Technical Schools imparting vocational instruction in the State. At each of the institutions so visited, the Committee held discussions with Principals and members of their teaching staff on the various subjects included in the terms of reference. A list of the institutions visited by the Committee is given in Appendix VII.

10. *Witnesses*—Besides inviting opinions from various quarters as indicated in paragraph 7 above, the Committee invited persons including heads of institutions both boys and girls, to give oral evidence. A list of the witnesses orally examined by the Committee is given in Appendix VIII.

11. *Acknowledgement*—The Committee wishes to record its thanks to all those who have ungrudgingly co-operated with it in its task. The thanks of the Committee are specially due to those who, in spite of the heavy pressure on their time, were good enough to appear before it and give it the benefit of their ripe experience.

The Committee further wishes to thank the Director of Education, Uttar Pradesh, and also officers of other States in the Indian Union who have helped the Committee by furnishing useful information.

The Committee is also exceedingly grateful to Sri R. N. Kunzru, Sri C. N. Chak, Sri L. M. Bhatia, Sri H. L. Khanna, Dr. Kanchan Lata Sabarwal, Sri R. N. Gupta and Sri R. B. Sharma, who, either as Chairmen or Conveners of Sub-Committees, did valuable work and immensely facilitated the task of the Committee. The Committee further places on record its appreciation of the services of its Secretary and his staff and also of Sri K. N. Sukul who officiated for the Secretary during his illness.

The New Scheme of Education as introduced by the Education Department.

3. The new scheme of secondary education introduced in the State from July 1948, is given in Appendix II. It may be stated at the outset that it was different in several important respects from the scheme recommended by the Acharya Narendra Deva Committee (Appendix I). This may perhaps be due to the fact that times had changed much since February 1939, when the report was written. A note showing the extent to which the recommendations of that committee relating to higher secondary schools were implemented by the Education Department is given in Appendix III. The new scheme made an attempt to meet the recommendations of the first Acharya Narendra Deva Committee on the one hand and the requirements of the changing times on the other. The courses of study at the higher secondary stage were divided into groups, *viz.*, Literary, Scientific, Constructive and Aesthetic, that each might form a complete unit. The distinction between the Vernacular and Anglo-Vernacular schools was removed and Junior High Schools and Higher Secondary Schools were established both in the towns and the villages, with a uniform curriculum for all. The higher secondary stage, started at the age of *plus* 13, was to last for four years only in classes IX to XII instead of *plus* 12 to last for six years in classes VII to XII, as recommended by the Acharya Narendra Deva Committee. The Committee thinks that the scheme followed by the Education Department was basically reasonable and a step in the right direction. The first Acharya Narendra Deva Committee desired that secondary institutions should be called colleges and the standard aimed at should be higher than the then prevailing Intermediate standard. But the department decided to call them higher secondary schools.

Reconditioning of Secondary Schools and growth in their numbers.

4. The rapid establishment of new schools, in the wake of our newly found independence, created a demand for equipment, furniture, laboratories, libraries and teachers which could not be adequately supplied even by special measures, including special government grants both recurring and non-recurring and the result was a general fall in the usual standards. An idea of the speed with which higher secondary schools were allowed to grow can be had from the following table :

Year	1937	1947	1953	*Increase in 16 years*
Number of schools recognised for the High School examination	254	570	1,098	432 per cent.
Number of schools recognised for the Intermediate examination	40	165	534	1,335 ”

Before 1937, the average of high schools and intermediate colleges per district was only 6 which has now risen to 32. Similarly the number of

CHAPTER II

SYLLABUS

Brief History of the system of Secondary Education

Looking back to the historical evolution of the system of secondary education in the State, it may be said that the system evolved under British Rule was intended to provide secondary education to a small number of middle class families in a limited number of institutions, some maintained and others aided, by Government. The underlying idea was the efficient training of a very limited number of persons so as to avoid the dangers of unemployment and the aim was to provide clerks for Government offices and to send the overflow into the Universities. The secondary schools which were maintained and recognised conformed to pretty high standards of building, equipment and staff. No school was allowed to be started until it showed a considerable endowment and adequate provision of buildings, playgrounds, libraries and qualified staff. Recognised institutions were periodically inspected to ensure their continued efficiency. Side by side with these secondary schools, several smaller systems of class and communal schools were also maintained. Whatever might have been the merits of that system, they do not hold good now. No young man of today would look upon any system of secondary education with pride if it did not promise to make him self-reliant in knowledge, both practical and theoretical, after a schooling of the best 12 years of his life.

The New Scheme of Secondary Education recommended by the First Acharya Narendra Deva Committee.

2. The first Acharya Narendra Deva Committee said, "Secondary Education was merely regarded as subsidiary to University Education ; it does not provide varied forms of training for life and employment to suit the varied interests and abilities of large numbers of pupils. One general programme of studies of the academic type has been prescribed for all and sundry. The system must be a complete, self-sufficient and integrated whole. It ought not be subordinated to the requirements of University Education and should not be considered as merely a stage in the educational ladder or a wasteful opening into the hall of higher learning. The courses should be self-sufficient and constitute a unit by themselves. Courses of various types shou'd, therefore, be provided to suit boys with different aptitudes and talents. Some course, for, instance, may be predominantly literary, some scientific and theoretical, others aesthetic or technical. College education must begin with a boy or a girl of twelve when physiological and psychological changes of great importance begin to take place rapidly, and it must carry him or her through the entire phase of these changes to the age of 18. These six years are indeed revolutionary in the life of the growing child". After the intermediate stage, the majority of students have no option but to join the Universities. In several institutions classes XI and XII have been joined to Degree colleges, thereby encouraging the students of the Intermediate classes to continue their studies in the Degree classes as a matter of course. Most parents want their sons to join the Universities because they still think that it is conducive to the main aim of education to do so. If a parent has four sons and even if he knows full well that one of them has clear and definite aptitude for carpentry, what happens in the present circumstances of society is that the parent does not agree to make his son a carpenter. The opinion of society, there-fore, has to be changed. The curriculum of the secondary schools needed to be enlarged and diversified so as to provide different kinds of training for persons of different aptitudes in order to fit them for the varied needs of society and with a view to preventing aimless rush to Universities and Degree colleges leading inevitably to unemployment and frustration.

candidates enrolled for the High School and Intermediate examinations, both regular and private, has swelled beyond all proportions, an idea of which can be had from the following statement :

Name of Examination	1937		1947		1952		1953		Increase per 100 in 16 years	
	Regular	Private	Regular	Private	Regular	Private	Regular	Private	Regular	Private
Examinees for High School examination	11,983	2,400	22,054	11,869	66,916	57,927	1,20,998	75,785	1,009.7 per cent.	3,157.7 per cent.
	14,383		33,923		1,24,843		1,96,783			
Examinees for Intermediate examination	3,862	846	9,254	5,344	23,390	24,013	35,251	27,385	912.7 ,,	3,237 ,,
	4,708		14,598		47,403		62,636			

It was assumed that since under the new scheme the secondary education stage lasted for 4 years, there was no room for the erstwhile High Schools up to class X only and that consequently every school, teaching above class VIII, should either become a full fledged Higher Secondary School (up to class XII) or sink to the position of a Junior High School. This not only encouraged but almost forced every High School to seek recognition as a Higher Secondary School. Many Middle Schools did the same for fear of being condemned to remain permanently as Junior High Schools. Then there was a rush for recognition in as many groups as possible and many institutions obtained recognition in subjects for which they were unable to find teachers and equipment. It is noteworthy that in the matter of recognition, schools with well-established reputation showed less desire to undertake the teaching of Intermediate classes and many groups.

Result of growth in number of schools

5. The sudden and large growth in the number of Higher Secondary Schools also necessitated the appointment of a large number of teachers and since trained and qualified teachers were not available in the requisite numbers, makeshift arrangements had to be made for their training at an increased and increasing speed. Many degree colleges were permitted to undertake the training of graduate teachers with inadequate resources and the period of training was reduced from two years to one in the case of under-graduate teachers. The abnormal growth in the number of schools and students particularly in the number of private candidates which was more than 3,000 times, (page 12) reacted adversely upon the examination system and on the standards of examination conducted by the Board of High School and Intermediate Education. The causes of lowering of standards are many and complex. Low salary scales of teachers are discouraging efficient men from taking up the profession of teaching. We are aware of the stress and the strain which our young men are undergoing in the present times. We are aware also of the obstacles which every young man of today finds about him all the while. We are conscious of the fact that the whole scheme of life—social, economic and political—has been in the process of undergoing a revolutionary change and that in matters of education, as elsewhere, it has been a period of transition. All these forces have been actively contributing to a general lowering down of the standards every where and due allowance should be made for them. Standards have also fallen because of the removal of classes III to V from the higher secondary schools and want of suitable substitutive arrangements for the children of middle class parents in the cities, with the result that they prefer to get their children admitted directly to class VI, instead of sending them to the primary schools, which do not come up to their expectations. The result is that the majority of the new entrants to class VI hardly possess the requisite knowledge for that class when they seek admission to it.

Old Curriculum for High School and Intermediate Examinations

6. Up to the examinations of 1949, every candidate for the High School examination was required to offer four compulsory subjects, viz. English, Arithmetic, History or Geography and a modern Indian language ; and not less than two but not more than four optional subjects without any restriction, chosen out of a list of 19 subjects. Similarly every candidate for the Intermediate examination was required to offer English as a compulsory subject and any three optional subjects chosen from a list of 21 subjects. It was not necessary for the combination of subjects to conform to any fixed grouping except in the case of candidates for the Intermediate examinations in Commerce and Agri- ıɹnɔnʇɹn ǝ'the subjects prescribed for these two examinations being differen·ʇ

Revised Curriculum

7. Under the revised scheme of reorganised Secondary Education of 1948, every candidate for the High School Examination is examined in five subjects included in any of the Groups A, B, C and D (named in Regulation 1, Chapter XIII, pages 16—20 of the Prospectus for 1953) in addition to General Knowledge. Similarly every candidate for Intermediate Examination is examined in five subjects included in any one of the Groups A, B, C and D (named in Regulation 5, Chapter XIV, pages 20—34 of the Prospectus for 1953) in addition to General Knowledge. The Intermediate Examinations in Commerce and Agriculture, which used to be held separately before the reorganisation of Secondary Education, have been discontinued and are now merged in the scheme of Intermediate Examination under Group C—Constructive. The new scheme represents a continuous course of study extending over four years--the first two years leading to the High School Examination and the last two years leading to the Intermediate Examination. Bifurcation is allowed after the High School Examination to provide for candidates who are misfit in a particular Group of subjects. The following are the main features of the new scheme :

(1) The four groups represent the four types of Higher Secondary Schools, viz. Literary, Scientific, Constructive and Aesthetic or Art, each catering for a particular class of students having special aptitude therefor. To meet the requirements of women students there is a special group exclusively for girls both for the High School and Intermediate Examinations.

(2) Hindi which is the State language has been made a compulsory subject for all candidates.

(3) The subjects are classified under three heads, Compulsory, Main and Subsidiary. Hindi and English are compulsory under all the groups except Group C—Constructive (for girls only) and group D—Art for the High School Examination, and except Groups C And D for the Intermediate Examination. The main subjects are to be studied intensively and extensively as they form the vital basis of the particular group. These subjects, a candidate may continue up to thehigher stages of his education. Duplication of subjects under different groups was to be avoided as far as possible, the subsidiary subjects to have courses less in contents than those prescribed for the main subjects, though in actual practice this fault could not be avoided. Double weightage has been given to a main subject prescribed under Group C—Constructive and Group D—Art, for the High School and Intermediate Examinations and it is considered equivalent to two subjects and carries 200 marks.

(4) Crafts such as Wood-craft, Book-craft, Tailoring, Spinning and Weaving, Metal work and Leather work which were formerly prescribed for classes IX and X are now prescribed for classes XI and XII also. Domestic Science (now called Home Science) permissible for girls only, which was formerly restricted to the High School Examination has been extended to the Intermediate Examination. Industrial Chemistry, Ceramics and Dyeing and Printing have been introduced as main subjects under the Constructive group for the High School Examination and the first two subjects for the Intermediate Examination also. Drawing, Painting and Sculpture have been introduced as new subjects under Group D—Art for the High School and Intermediate Examinations.

(5) The medium of instruction in all recognised institutions is Hindi and question papers in all subjects except languages have been set in Hindi with effect from the High School Examination of 1952. The same will be followed in the case of the Intermediate Examination with effect from the Examination of 1954.

The revised scheme examined.

8. From the nature of the comments contained in the written statements submitted to us, it appears that the Re-organised Scheme of Secondary Education of 1948, as it has been implemented, has received rather a lukewarm support. We have, therefore, taken the criticism in the correct perspective and are proposing changes which in our opinion are expected to improve matters. The committee decided to visit a number of institutions in order to make a correct appraisement and see things for themselves. A short questionnaire was also prepared and Principals were requested to answer them when the members visited their institutions. From a perusal of their answers it was clear that lack of enthusiasm for the reorganised scheme of 1948 was not so much on principle as on account of the practical difficulties that it had created. They are stated below.

9. The adoption of a curriculum for secondary education, providing separate training in Literary, Scientific, Constructive and Aesthetic subjects respectively, was a reform of great promise, but the scheme of reorganisation as implemented did not have the desired end. It is the Literary Group of subjects which is still offered by most of the students. Next to it comes Science followed by Commerce under the Constructive Group, It is after a refusal in these courses that a student seeks admission to the Constructive Group proper or the Aesthetic Group, the number of students offering these subjects being less than 10% of the total. Adequate number of fully qualified teachers for Constructive and Aesthetic courses is not available in particular areas, specially rural, where, if any possibility of a Constructive school exists, it suffers from lack of equipment, while good teachers are reluctant to go there on the same pay which they are given in cities and other places. No effort could be made to discover the aptitude of and give vocational guidance to boys and girls offering the above courses. Admission to Constructive and Aesthetic courses has also been discouraged by considerations of employment. It is always doubtful if a student after passing the High School or Intermediate examination with a main craft subject in the Constructive group can earn his living. No clear picture of the economic set up of the future as a whole has yet emerged and parents and boys cannot be blamed if they hesitate to take the grave risk of following a course which does not lead to assured employment. The sub-division of subjects into Main and Subsidiary has led to serious confusion. It has led the teachers, the managers and sometimes the Government as well, to practical difficulties of teaching, administration and financing. The teachers and the boys could not understand the underlying difference between Main and Subsidiary subjects because the intention was that the student offering a particular subject as Main, should be segregated from those who offered the same as Subsidiary. But in practice owing to financial difficulties prevailing in schools both sets of students studied the Main and Subsidiary subjects together with the result that the difference between the Main and subsidiary virtually disappeared. Actually, the scheme should have been tried at first only in the financially strong private institutions and in Government institutions with qualified personnel because one of the functions of Government institutions is also to serve as models. The pity, however, is that on enquiry it was found that the conditions existing in Government institutions also, in this respect, were no better than those prevailing in private institutions. In short, it can be said that the scheme, as implemented and in the light of experience

gained during the last four years, (1) has not had a fair trial, (2) has met with only partial success, (3) has brought confusion in the working and also in the mind of students in the selection of their question papers (4) has complicated the teaching by divisions like Compulsory, Main and Subsidiary subjects, (5) has served no useful purpose by adding a compulsory subject like General Knowledge, (6) has, by adding compulsory Hindi (Elementary Hindi being an additional subject) but not getting its marks added to the other marks, given Hindi a half-hearted support, and (7) has required that students be given directions in choosing their subjects of study without creating any definite and concrete plan of aptitude guidance which could cover institutions all over the State.

These are not the only causes of the limited success of the re-organised scheme of 1948. The Committee is quite alive to the various other causes which adversely affected the working of this scheme. The economic and political conditions in the State have much to influence both ways. Our economic equilibrium has been vitally disturbed due to a number of well-known causes which need not be recounted here. But the political changes gave rise to new hopes and aspirations in every citizen and people became unmindful of the adverse situations they have been living in. Government were engaged in a number of major issues affecting the State as a whole and as a result of all this, proper finances were not forthcoming either from the public or from the Government to make the scheme a success.

The Task before the Committee.

10. (*a*) The first task before the Committee was to examine if any change in the curricula of higher secondary schools was called for. The scheme introduced in 1948, as already stated, was prepared on the basis of the previous Acharya Narendra Deva Commttee Report and in so far as the mere question of giving a variety of subjects to our students at the higher secondary stage was concerned, there was no difference between the two. Today we cannot confine ourselves to a narrow limit of subjects because we know that the higher secondary schools of today and tomorrow will have to shoulder many other responsibilities and will have to fulfil many more functions than the High Schools of ten years ago. Taking into consideration the suggestions regarding the choice of subjects made in the first Acharya Narendra Deva Committee Report, in the revised scheme of secondary education of 1948, and in the statements of witnesses and of conferences convened, we selected a variety of subjects finally for inclusion in the four years' course of the higher secondary schools. A complete list is givin in paragraph 14. The Committee, desires that where due facilities do not exist, institutions should not be permitted to run for making provision for all the possible types of combinations. At this stage of our education. it is necessary to give our students a compulsory training in certain subjects in order that they may grow and prosper as healthy citizens of the future. The Committee experienced considerable difficulty in coming to a decision on this factor. On a perusal of the different schemes of courses outside India and in other States, inside the country, the desirability of having a foreign language as a second language other than the official language of the Union was established beyond dispute. But in this State another complex problem was presented to us of having one more modern Indian language in our curriculum besides Hindi, because Hindi being the State language of the country and also the mother-tongue of the people in this State, the need of having one more Indian language in our curriculum became all the more necessary for strengthening the Rashtra Bhasha on the one hand and attaining a cultural unity on the other. When both these demands were weighed it appeared tobe more important to encourage the study of one more modern Indian language other than Hindi than to have a modern foreign language. Since we cannot

have too many languages at the higher secondary stage as it will mean a predominance of language over other subjects, a practical solution had to be found. Not only this, the question whether Sanskrit should be made compulsory for all students at secondary stage aroused a good deal of discussion.

Sanskrit to be made a compulsory subject.

(*b*) On a perusal of the suggestions received from various quarters it was found, however, that the demand for making Sanskrit a compulsory subject was not only for love of Sanskrit but also because the protagonists thereof expected from it a definite improvement of students in regard to their social, moral and cultural life and in their knowledge of Hindi. As a matter of fact, the demand for making Sanskrit a compulsory subject was wide-spread and pressing. It added to the complexity of the problem already stated. The committee felt that Sanskrit had to be brought in as a compulsory subject for all students in some shape or the other, but that at the same time it should not be made an additional burden on our students. The Committee, therefore, decided that Sanskrit should be taught with Hindi so that its burden might be lessened and yet it may be obligatory for all students to study it. So, therefore, the practical shape of this suggestion would be that Hindi with Sanskrit at this stage should be compulsorily taught all through the four years course. There should be two papers carrying 35 marks each for Hindi and one paper of 30 marks for Sanskrit. It should be necessary to secure pass marks in Hindi and Sanskrit separately. We are assured that Sanskrit in this form will in no case be an additional burden on our students.

Teaching of one more modern Indian Language.

(*c*) The only question now remaining to be solved was of having compulsory teaching of one more language besides Hindi and the choice was to be made between one modern Indian language and one modern foreign language. As already indicated, in the present circumstances it appeared to be quite difficult to do away with either of them. Therefore, what seemed practical was to have both of them in a form in which they may become compulsory optional subjects. The Committee, therefore, decided that a modern Indian language other than Hindi as given in the VIII schedule of the Constitution or a modern foreign language should be compulsorily taught at the higher secondary stage all through during the four years course. This recommendation of the Committee entails a compulsion on our students reading at the higher secondary stage to learn compulsorily one modern language other than Hindi but at the same time gives a scope of choice between modern foreign language and modern Indian language. Not only this, the student has got a freedom of choosing one modern Indian language out of eleven besides 3 classics viz., Sanskrit, Persian and Arabic which he can study as an optional. Similarly in choosing modern foreign language he will have a choice between three or more modern foreign languages, though in fact generally it may be English because it has been in vogue in the past for many long years in our country.

Teaching of General Knowledge as a prescribed subject of study.

(*d*) There is a good deal of difference of opinion on the method of imparting general knowledge to our students. It is a fact that in the present times the students have to be generally very well informed. The question is how to achieve this. Should General Knowledge be taught as a subject in the class with a paper therefor in the examination or should there be no prescribed course for General Knowledge and the student should be tested without regular coaching in the subject? Much was said on both sides. The Committee thinks that it is no use getting our students even informed without an assimilation and deep understanding of the various matters and problems of their daily life. For this purpose there may not be any limited prescription of a limited number of topics and a prescribed course in General Knowledge. We, therefore, recommend to take out General Knowledge from our curriculum as a prescribed course.

Mathematics to be made a compulsory subject.

(e) The last knotty point which took quite a good deal of time in its decision was to have or not to have Mathematics as a compulsory subject at the higher secondary stage. Mathematics has come in the present times to be known

as the philosophy of philosophies and the science of sciences in its higher forms and in its beginning it gives a mental training which is very necessary for a young man to be precise, business-like and penetrating into the depth of problems. Here also a complexity was added to the problem when the importance of Home Science for girls was emphasized to the extent of making it a compulsory subject for girls. The Committee, therefore, decided by majority of 10 to 8 votes that Mathematics should be made compulsory in the first two years course and optional in the last two years course for boys, i.e. it will be optional for only girls in the first two years of the higher secondary stage and Home Science should not be allowed to be offered by boys and should be made a compulsory subject for girls all through during the four years course of our higher secondary schools.

Number of subjects to be taught at the Higher Secondary Stage

11. Having thus decided to have Hindi with Sanskrit as one subject with independent emphasis on both of them, and Mathematics as a compulsory subject, and to take out General Knowledge from the curriculum, the question arose of the total number of subjects to be taught at the High School stage. We perused and compared the curricula of all the States of Indian Union which could be available to us and also a few examples from abroad in order to come to a decision in this respect. We found that wherever secondary education has a good organisation and a sound footing with some tradition, it has included at least six subjects in the courses of study for the higher secondary students. The subjects have differed from place to place according to the needs and environment of the students living in those parts. Taking everything into account, the Committee would like to advise that there should be six subjects in all for the first two years course and five for the last two years course at the higher secondary stage. In this connexion, one more point was debated and that was of reducing the course from four years to three years as in Delhi State. At the moment it is sufficient to say that had it been so in this State, the question of having six subjects in the first two years course and five in the last two years course would have been unnecessary. But since the whole plan has to be so prepared as to fit in the general scheme of things as they are i.e. with the technical education on the one hand and with the university education on the other and with the question of employment in general, we have to make this recommendation.

12. In this connexion the Committee was of the view that provision for examination should also be made for one or two additional optionals to enable a student to offer them at a time, beyond six or five subjects already offered by him, as the case may be. Additional optional subjects will also include languages other than those compulsorily offered by him, even though there may be no provision for their teaching in the institutions concerned. But it will not affect the result or the division though his attainment in the subject will be mentioned in the progress report.

13. In concluding the deliberations of the Committee on this subject, it was decided that special care should be taken of the aptitudes of the students offering these subjects at this stage and facilities for educational guidance should be provided, as far as possible, all over the State, at an early date. A detailed discussion of the necessity of implementing this recommendation of the Committee is to be found in Chapter IV—A.

14. *The Final Form of the Syllabus*—The final arrangement of subjects is as follows :–

First two years course (classes IX-X)

Three Compulsory Subjects in all groups

(1) Hindi with Sanskrit.
(2) A Modern Indian Language other than Hindi as given in VIII Schedule of the Indian Constitution.

OR

A Modern European Language (English, French or German).

(3) Mathematics .. ..

or

Home Science .. (for girls only.)

Three optional subjects.

Literary Group (Any three of the following)

(1) History with allied geography.
(2) Geography with rudiments of Astronomy.
(3) Civics.
(4) A classical language (Sanskrit, Pali, Arabic, Persian or Latin).
(5) Art or Music.

Scientific Group :

(1) Science (The present syllabus of Physics and Chemistry with a lighter course of Biology).
(2-3) Any two of the subjects included in the optional list of the Literary Group.

Agricultural Group:

(1-2) Agriculture (equal to two subjects with practical training therein as at present).
(3) Any one of the optional subjects included in the optional list of the Literary Group.

Pre-Technical or Constructive Group:

(1-2) Any one of the following groups with practical training therein, equal to two subjects :

(1) Commerce and Commercial Geography.
(2) Commerce. *
(3) Wood-craft and Art.
(4) Book-binding including allied Art and Drawing.
(5) Wood-craft and Science.
(6) Tailoring and Art (to include Darning).
(7) Metal work and Art.
(8) Spinning & Weaving and Art.
(9) Leather work and Art.
(10) Laundry, Darning & Stitching and Dyeing.

(3) Any one of the optional subjects included in the Literary Group. But Commerce* in this group will be regarded as one subject and the student offering Commerce alone will have to take any two of the optional subjects included in the Literary group.

Aesthetic Group:

(1-2) Any two of the following :

(1) Art (Drawing).
(2) Music—Vocal or Instrumental.
(3) Painting.
(4) Sculpture.
(5) Commercial Art or Commercial Drawing.
(6) Dancing.

(3) Any one of the subjects included in the optional list of Literary Group.

Last two years' course (classes XI—XII)

The Committee decided to have 5 subjects in the last two years course, i.e. compulsory and three optional, as given below.

Two Compulsory subjects

(1) Hindi with Sanskrit.

(2) A Modern Indian language other than Hindi as given in the Schedule VIII of the Indian Constitution.

or

A Modern European Language (English, French, German or Russian).

Three Optional subjects

Literary Group : Any three of the following :

(1) History
(2) Geography or Commercial Geography.
(3) Civics.
(4) Mathematics (as at present).
(5) Economics.
(6) A Classical Language (Sanskrit, Pali, Arabic, Persian or Latin).
(7) Psychology.
(8) Logic.
(9) Military Science.
(10) Home Science.

Scientific Group : Any three of the following :

(1) Physics.
(2) Chemistry.
(3) Biology.
(4) Military Science.
(5) Mathematics.
(6) Geology. -
(7) Art.
(8) Music—Vocal or instrumental.
(9) Geography.
(10) Economics.
(11) Home Science—for girls only.

Aesthetic Group : One of the following :

(1) Music—Vocal or Instrumental.
(2) Drawing.
(3) Sculpture.
(4) Painting.
(5) Dancing.

Any two subjects included in the list of optional subjects of the Literary Group.

Agricultural and Commercial Groups.

It would be found here that options for students having Agricultural and Commercial aptitudes have also been provided. In the Agricultural course for the last two years of the Higher Secondary Stage, it was decided to keep the 1955 course of study as laid down in the Prospectus of the Board of High School and Intermediate Education. The same thing was decided in respect of the commercial group also, i.e. for Commercial group, the same course of study will be sufficient as at present given in 1955 Prospectus of the Board.

In deciding these optionals, the Committee took into consideration the provisions that are being made for the psychological guidance and aptitude tests of the students in this State and we hope that further provision will be made to cope with the requirements all over the State.

The committee also recommends that the sub-division of subjects into main and subsidiary which has led every body to so much confusion should be done away with.

Recognition of Schools

15. We strongly protest against the way in which recognitions have been given in the past to our schools for teaching the subjects included in more than one group. Greater care is needed to be taken in giving recognition to schools which want to make provision for Commercial, Agricultural, Aesthetic, Pre-technical or Constructive and Scientific subjects, and generally not more than one type should be allowed to combine unless the authorities have fully satisfied themselves that schools have sufficient provision of staff, equipment and finance. The idea is that strict scrutiny of the provisions available should also be made while giving recognition to existing schools for teaching one or more subjects of the Pre-technical or Constructive Group even where scientific subjects are taught from before.

Agricultural Schools

16. Agricultural Schools are getting thinner every day whereas Government desire that Agriculture should be compulsorily taught, if possible, in every school in the rural areas. It sounds in consonance with the nature of our problems because ours is an essentially agricultural country. The purpose of teaching Agriculture in our higher secondary schools should generally be twofold :

(i) Basic training for a technical or professional course in Agriculture : and

(ii) Vocational training for those who would go further in their education.

Generally what has happened in our Agricultural Schools is that only a Basic training for a technical or professional course in Agriculture has been given with the result that the students coming out of these schools either looked in for service or for higher studies in the technical or professional course. None of them could settle as an agriculturist and if some tried to do so, they having no vocational training remained more or less a failure. As in every case so with Agricultural recognition also. It was given to a large number of institutions, many of which were without adequate facilities. We welcome the idea of teaching Agriculture at the higher secondary stage and it would be really desirable to have Agriculture as an optional subject, if not as a compulsory one, in all the schools situated in rural areas. It is not necessary for the economic advancement of this State that everybody who studies Agriculture should settle as a farmer or only those engaged in farming should be taught Agriculture. In fact what may be desired is that everybody who lives or desires to live in rural areas should know something of scientific Agriculture. It has been the opinion of Mr. Moshier of the Agricultural Institute, Naini, Allahabad that the present High School course is fairly well-designed for this purpose. But for admission to the last two years course of the higher secondary schools in Agriculture, in his opinion, a student is found better prepared who had taken Science in the High School than one who had taken Agriculture. In view of this, we have suggested that provision should be made for the teaching of Agriculture in all the four years of our higher secondary schools. But we must emphasize that no institution should be allowed recognition to teach this subject unless it has 10 acres of land for imparting practical training in Agriculture and full equipments required for an agricultural school. Also we want that students desirous of taking Agriculture in the last two years course should take the Scientific group of subjects in their first two years course or as suggested now the Agricultural group of subjects from the very beginning.

Co-ordination of Studies in the Junior High Schools and the Higher Secondary Schools

17. In view of the suggestions advanced through various agencies, the Committee wishes to recommend that in its opinion it is very necessary to change the syllabi of basic primary and junior high schools because without this being done, coordination between the courses of study in the junior high schools and the higher secondary schools will not be possible.

Women's Education and College of Home Science for Women, Allahabad

18. The importance of women's education cannot be ignored in any scheme of re-organisation. The economic, social and cultural structure of the society is largely affected by the status women have in that society. We considered the suggestions advanced by the sub-committee on women's education thoroughly. We have tried to incorporate in our suggestions such provisions which are equally applicable to both boys and girls. And, therefore, no separate

mention has been made of women's education in this Report. Some of the special institutions for women are not running on proper lines due to lack of requisite financial aid from public and Government. The institutions which the Committee visited, though engaged in very useful work, were suffering from lack of properly trained personnel, equipment, building and library. We do not want to go into the details of these institutions. But since the College of Home Science for Women at Allahabad was expressly mentioned in the question referred to us in the inaugural meeting of this Committee, we would like to mention that this institution needs more attention towards the things mentioned above and methods of teaching in different subjects in this institution should be properly improved. The women's education has been devised in the general pattern of our educational re-organisation. Though there is some desirability of different emphasis on the common content of our education and of a series of different subjects essentially to suit the education of women, yet we want our education alike, "for a body of men and women healthy and clean in body and mind, attuned to their environment, receptive knowledge, self-reliant, and disciplined, inspired by reverence and toleration, responsive of beauty in art and nature, able and eager to perform their duty to humanity and mother-land."*

*Speech of Dr. Sampurnanand, Minister of Education, appendix V.

CHAPTER III

Technical and Vocational Education

The phenomenal progress in the scientific and technical field has given a place of pride to professional education. In fact it is already jostling to elbow out the 18th century conception of humanities and liberal education. In order to be able to serve the community well, it would, however, have to be broad-based and intelligently correlated to the pattern of general education.

2. It does not need much raking to see that technical education has not received the attention it deserves. The Technical Institutions Re organisation Committee, U.P. 1950, rightly criticised the too literary aspect of the present system of education, which mainly serves to lure away students from rural areas to the uncertainties and hardships of urban life. The first Acharya Narendra Deva Committee had rightly given due prominence to education through crafts. This was a step in the right direction but, as experience has shown, much progress yet remains to be achieved in the matter. "The conception of the functions of technical education, as regards both its aim and its content, has been considerably revised and enlarged in western countries during recent years. Consequently, it is important to emphasize from the outset that any scheme in the development of technical instruction as an integral part of educational system, must have a two-fold character. It must form a link between education and industry and it must, at the same time, receive quite separate consideration as a form of mental training". There is also another equally important aspect of the problem. It must concern itself primarily with the preparation of individuals for life and not merely preparation for examinations as is the case at present. The first Acharya Narendra Deva Committee enunciated* the aim of education as follows:

(i) the preparation of the individual as a worker and a producer;
(ii) the preparation of the individual as a citizen; and
(iii) the preparation of the individual as a person.

The present conditions

3. The present conditions in this State are far from re-assuring. In the first flush of freedom, the resources of the State were bent to the expansion of education. There has been a tremendous rush of students to the portals of schools and colleges. Efforts were made to give education a more practical turn in order to fit youths for commercial, industrial and non-literary pursuits. As a result of the recommendations of the first Acharya Narendra Deva Committee, courses under Constructive and Aesthetic groups intended to 'correlate education with the conditions of life' had been introduced. But the experience of last four years has shown that these students could not be guided to take up courses according to their natural aptitudes and abilities, Evidence both written and oral, has disclosed that a large number of students who took up these groups of subjects did so either because they considered them to be comparatively easy or because their admission to Arts and Science courses was not possible. It has also been noticed that provision for these groups was made in many institutions under the false belief that instruction in these courses required very little by way of equipment or efficient staff. Besides, there was no adequate provision for advanced education in groups C and D.

4. Constructive schools suffered from several handicaps. There was a general lack of qualified teachers, of building and equipment. No provision for marketing of finished products of these schools was made till 1951 when a

*Page 56 of the report of 1939.

rketing Officer was appointed in the Education Department to organise the sale of these products. No particular facilities were given to students who came out of these schools for establishing them in crafts they had learnt. The trainees also in many cases had no capital to start even the humblest enterprise.

5. Though 20 girls' institutions and 219 boys' institutions, recognised in group C for the Intermediate examination of 1953, are running and there is also a College of Constructive Training at Lucknow which prepares teachers for the Constructive group of subjects, they could not succeed, for reasons given above, in preparing students for practical life.

6. The Committee visited a large number of institutions and considered suggestions and criticisms received from various sources. It had also called for certain valuable information in order to enable it to arrive at a correct decision. The Committee had also the benefit of the views of those who possess an intimate knowledge of the subject and are thus fully qualified to make correct assessment of the working of the scheme.

7. The consensus of opinion is that the scheme has largely failed to solve the problem of practical training and employment. The reasons for the failure are many and some of them have been set forth above. It is also true that it did not receive a fair trial and the teachers who were placed in charge of instruction were generally not imbued with the required spirit and consequently did not take any real and vital interest in imparting training to their students.

8. As regards the institutions maintained by the Industries Department, we would like to point out that originally it was intended that they would grow up in close collaboration with the various industries with which they are concerned. However, due to general apathy, this valuable link could not be established. Further, due to lack of timely adjustment, these institutions have also not maintained any liaison with general education. The result is that the second grade institutions have lost their vitality. Since there is no provision for general education in them and also because the diplomas awarded by them do not receive due recognition, there has been a progressive deterioration in the quality of students admitted into them. In short, the popularity of these institutions has declined due to lack of co-operation with industries on the one hand and co-ordination with the educational world on the other. The institutions under the Industries Department have little provision for the general mental development of their trainees and generally do not attract educated youth.

9. In our view the technical schools should also give a modicum of general education with special technical courses. This general education should be broad in conception and should be designed to foster co-operative spirit and build corporate life among students. We admit that such a provision would necessarily carry financial implications but without such arrangement we do not see how technical education in this country can attract and cater for sufficient number of students.

Control of Technical Education

10. Another question that calls for consideration is whether technical education is to be administered by the Industries Department as hitherto or is to be transferred ro the Education Department. In the inaugural meeting of the Committee, the Director of Education remarked that it would be in the fitness of things if control is transferred to the Education Department. The examples of Bengal, Bombay and Madras were also cited in this connection. It may, however, be mentioned that there is a separate Department of Technical Education in Bombay, while in Bengal Technical Education is partly under the Industries Department and partly under the Education Department. The other view is that since Government are committed to the expansion of

education, the Education Department will find its hands more than full with the literacy drive. It may not, therefore, be able to devote enough attention to this specialised education. Besides, Industries Department is in a better position to maintain active liaison with industries, whose co-operation is essential for success. The Technical Institutions Re-organisation Committee also considered this question and was emphatically of the opinion that it would not be desirable or practicable to transfer the control of technical education to the Education Department.

11. It is also urged that the question of standardisation of technical education at the lowest stages, for the training of craftmen and workmen, has been engaging the attention of the Government of India. In fact they have appointed a National Trades Certification Investigation Committee to look into the matter. The idea is to introduce, as far as possible, uniform standards of training and examination in the important trades. These subjects will be administered by the National Trades Certification Board, which may be instituted by an Act of Parliament. The general view of the members of this Committee appears to be that there should be altogether a separate department for technical education. But we suppose that in the present financial stringency it may not be considered advisable to do so.

12. After considering all the view-points on the question, the Committee decided to reiterate the recommendation of the first Acharya Narendra Deva Committee to the effect that in principle all schools, irrespective of their type and character, should be administered by the Education Department. The Committee, however, felt that if on account of some practical difficulties the Government does not find it possible to transfer control of technical schools immediately to the Education Department it could do so in course of time. The Committee also felt the necessity of the appointment of a Board for purposes of co-ordination between Industries and the Education Department. The Ministry of Education, the Ministry of Industries and the Industrialists should be represented on the Board.

13. Whether the control of technical education is immediately vested in the Education Department or not, in any event it would be necessary to create an efficient technical service at all stages.

Industrial Survey and opening of Polytechnics

14. It has been argued that an industrial survey of the State should be made before deciding the location and types of technical institutions. Such a survey will entail heavy expenditure and involve long delay but the re-organisation of education cannot brook it. We understand that the Department of Industries is in a position to supply relevant information which can provide reliable data for the geographical distribution of these schools, and this should be utilized.

15. The technical schools run by the Department of Industries are small in number and they have to be multiplied. It will also be advisable to convert many of them into polytechnics giving training in two or more crafts connected with the economic life of the locality. To begin with, there should be one polytechnic in each district. Provision for training in constructive subjects in the higher secondary schools also should be regulated by similar considerations of compatibility with local or regional industrial conditions. Though the absorption of trained hands turned out by the technical schools into industrial concerns in the State is not high at present, it is hoped that re-organisation of courses will improve the proficiency of the trainees and they will be more readily absorbed as a result of greater employment under the plans being implemented by the Union and State Governments. Naturally, therefore, there is need for opening more schools of technical and constructive type.

Co-ordination of General Education with Technical Education

16. Divergent views were expressed on the subject. One view was that the technical education should be completely separated after the first two years' course of the higher secondary school. The second view was that up to Junior High Schools we should concentrate on giving general education and thereafter a bifurcation should be made into Technical High Schools and High Schools for General Education. The third view was that Technical Education should compulsorily be introduced in all classes up to Junior High Schools and should continue up to the first two years' course of the Higher Secondary Schools after which alone a bifurcation should be made. The fourth view was that Arts and Crafts, as at present introduced in the Basic Primary stage for the co-relation of different subjects, should be continued as they are, but after Primary stage greater emphasis should be laid on the practical side of the constructive subjects and Technical Education should be completely separated after the High School stage. And yet there was another view that these constructive subjects are not the end but only means to an end. Taking all these views into consideration, the Committee decided:—

(*a*) that Arts and Crafts should be taught in the Basic Primary schools as is done today;

(*b*) that more emphasis should be laid on the practical side of constructive subjects at the Junior High School stage;

(*c*) that after the Junior High School stage there should be separate institutions for Vocational or Occupational subjects;

(*d*) that there should be adequate provision for higher technical or vocational training;

(*e*) that the diplomas and certificates should be awarded by the Board of Technical Education (comprised of representatives of Industry, Labour and Industries and Education Departments) in co-ordination with the Board of High School and Intermediate Education unless the Government of India take upon themselves the work of regulating it through the National Trade Certification Board;

(*f*) that the constructive subjects taught in the Higher Secondary Schools should be such as would encourage interest, in practical things and would not entail heavy equipment or expenditure. The choice of subjects of study would be based, as far as feasible, on the economic conditions and modern requirements of trade and industry;

(*g*) that after the first two years' course at Industrial or General Schools a student should be able to go in for higher general education or higher technical education, according to his choice; and

(*h*) that the students in the industrial or technical schools should not be charged any tuition fees. They should be put on wage system according to their efficiency in training and production.

17. The syllabi of constructive subjects for Higher Secondary Schools and of technical subjects in the institutions run by the Industries Department should be revised in the light of the principles stated above.

Survey of Constructive and Technical Subjects in Higher Secondary and Technical Schools

18. Before taking up the question of the syllabi of constructive subjects for classes 9th and 10th of the Higher Secondary Schools and of humanities for polytechnics, the existing arrangement for training in various subjects in the Higher Secondary Schools run by the Education Department was considered.

Under the existing arrangement the constructive subjects taught in the Higher Secondary Schools so far are all of four years duration:

(1) Woodcraft
(2) Spinning and Weaving
(3) Tailoring and Cutting
(4) Bookcraft
(5) Leathercraft
(6) Metalcraft
(7) Ceramics, and
(8) Industrial Chemistry

19. There are several types of courses of varied duration taught in the Technical Schools. These are given in a classified form, in appendix IX.

20. There are a number of one-year courses which provide elementary training to the sons of the artizans with a view to help them acquire knowledge of the raw material and rudimentary technique used in the trade pursued by their parents. No standard minimum educational qualifications are prescribed for their admission to these courses.

21. The two year courses are of varied nature and Junior High School or 8th class pass is the educational qualification for admission to these courses. After completing their courses the boys can start small scale trades of their own or secure employment as skilled workmen in the established large scale industries. There are 11 three year courses for which the admission qualification is VIII class except in case of Chemical Technology at Daurala (Meerut District) to which I.Sc. with Physics, Chemistry and Mathematics are admitted. To the four year courses which are 5 in number, admission is open to those who have passed High School with Science except to Advanced Wood Working Class where Elementary Wood Working Class Certificate is the admission qualification. The number of five-year courses is 13 and there is one 7 year course also. There is no uniform admission qualification for these courses, but it ranges from class VIII pass or Junior High School to High School with Science. There are teachers' courses of one or two years duration and these are taken up by boys who have passed the Senior or Advance course in their respective crafts.

22. Evidently, therefore, there is a need for re-orientation of the Junior Course at present existing in different types of technical schools into a well-knit plan with regular qualification for admission, syllabus for training and the standard of attainment and examination. The Department of Industries has already under consideration a scheme to reduce the courses of 3 and 5 years duration to that of 2 and 4 years in many of the schools under its administration and we hope this scheme will be implemented without delay. The two-year courses will thus form a complete unit parallel to classes IX and X at the end of which the trainees will be eligible to appear at the High School Examination The 4 year courses will be split up into Junior and Senior courses of 2 year duration each, corresponding to classes IX & X and XI & XII of higher secondary schools and the trainees after completing these courses will be eligible to appear respectively at the High School or Intermediate Examination of the Intermediate Board after the adoption of the new syllabuses as referred to later.

23. With the introduction of humanities in the two-year courses as suggested in the following paragraph, the nature and content of the training courses of the Technical Teachers will naturally undergo modification. The present course for teachers does not provide the psychological foundation so essential to the make-up of the teachers in any branch of education and this will have to be provided on the lines of training courses for teachers of higher secondary schools,

There are no Teachers' Training Institutions in the Industries Department, and therefore, it will be more economical if arrangements for their training are made in co-operation with the Government Training Colleges, existing at Lucknow, Allahabad and Banaras and with the private colleges at other places like Gorakhpur and Meerut. We also suggest that the staff engaged in the Constructive Training College, Lucknow should be given a refresher course at the specialised institutions maintained by the Industries Department at Lucknow, if deemed necessary, rather than setting up independent training institutions for technical teachers.

Inclusion of Humanities in the courses of Polytechnics.

24. The Syllabus Committee has already recommended that constructive subjects will be taught in higher secondary schools in classes IX & X only and shall find no place in the literary and scientific courses of classes XI & XII, and therefore, the students desiring to pursue advanced constructive courses after classes IX & X should migrate to the senior sections of the Technical Schools. To equate the syllabus in High Schools and Junior Technical Schools this Committe decided that three subjects, ***viz.*** Hindi, one other modern Indian or foreign language and Science—Physics and Chemistry, instead of Mathematics should be included as compulsory subjects in the courses of the Junior sections of the Technical schools. Mathematics has been replaced by Science because of its greater practical utility in the study of constructive subjects and because Mathematics upto the Junior High School standard would suffice for purposes of technical courses upto the senior standard. These compulsory subjects of general education will not form part of the courses of study in the senior classes i.e. III & IV year classes of the Technical Schools as their study upto the High School stage will be equipping the Technicians with the minimum of humanistic education essential for enlightened Craftsmanship.

Preparation of Syllabus of Constructive Subjects for classes IX & X.

25. Whether the Higher Secondary Schools introduce two-year courses like those given in group B in paragraph 31, which are completed within the period or adopt the Junior section of the four year courses given in group A, the standard of tuition and practical performance here should approximate the attainment fixed for the Junior courses of the Technical Schools if it is intended that the migration of students from the general type of schools to the Technical ones is to be facilitated with the least amount of maladjustment. The syllabi of Constructive subjects for the high school sections have, therefore, to be identical with the syllabi for the same subjects to be taught in the junior sections of the technical schools. The problem of attaining parity inspite of shorter duration of training per day in the higher secondary schools can be solved if full and up-to date equipment is made available to a school in a constructive subject and extra time is found for these subjects for continuing work beyond the closing time of general classes.

Migration of students between the Higher Secondary and Technical Schools with full advantage of schooling.

26. At present there are neither the organised, equipped and adequate agencies of testing the boys' aptitude and providing them with dependable guidance nor can this guidance be imposed compulsorily on the students or their guardians. The high school or junior technical courses must, therefore, be treated as exploratory courses when the boys, their guardians and teachers will have the opportunity to judge and decide whether or not it is in the individual or social interest that the course of training taken up by the students should be continued or given up for the other type beyond this stage. Full facilities should, therefore, be allowed for the migration of students between the higher secondary and technical schools after two years training.

27. Owing to the inclusion of the three compulsory subjects, Hindi, another modern language and Science, there should be little or no difficulty in the migration of boys after passing the junior technical course to class XI of higher secondary schools but the migration from a high school to the senior course of a technical school will not be so easy as owing to paucity of tuitional time they may not attain the degree of efficiency in the constructive subjects in the high schools as is obtained in technical schools. In order, therefore, to enable the new-comers from higher secondary schools to catch up with the junior technical pass boys, it is suggested that a three or four months refresher or revisional course may be arranged in the first year of the senior course. This practice is recommended to facilitate the migration of boys from the higher secondary schools to technical schools without detracting from the full advantage of the schooling in the craft they have undergone in their previous school. Of course, in case of those two year courses which are completed at the end of the high school or junior technical stage, the question of migration does not arise.

Consideration of Constructive and Technical Courses suitable for Girl students.

28. To start with, the right of girls to offer any constructive subjects of their choice is admitted. There is absolutely nothing to prevent girl students from learning Spinning and Weaving, Wood work and Light Smithy, if adequate provision is made for tuition in their schools. Yet there are subjects specially suited to their taste and temperament in addition to those in which they can obtain equal proficiency with the boys. These subjects are Book-craft, Tailoring, Embroidery (hand and machine), Laundry with Needle work, Dyeing and Printing, Applied Home Science, Fruit Preservation and Canning combined with preparation of soaps, oils, Polishes, Tooth-powders and Cosmetics, Stenography and Dairying. Shop Assistants' training will be admirably suited to the girls only if provision can be made for it in any school. The production centres for girls and women being run under the Industries Department should continue as at present without prescribing any minimum admission qualifications.

Selection of subjects and preparation of a list of Equipment essential for each craft

29. Of the eight subjects of the constructive group introduced in the higher secondary schools since 1948,Metal work, Ceramics and Industrial Chemistry have been found to be of little use, low popularity and high expense. They should, therefore, not be taught in these schools. Metal work or light smithy pre-supposes heavy and expensive tools and machines which are beyond the means of an average school, but this subject can be allowed in those schools where necessary equipment is provided. The courses of metal craft will, however continue in the technical schools, which fulfil the conditions regarding staff and equipment.

30. Industrial Chemistry is too highly skilled and technical a subject to be taught to Junior High School pass boys specially when the higher courses in the Banaras Hindu University and Harcourt Butler Technological Institute, Kanpur lay down Intermediate Science and B. Sc. respectively as the admission qualifications. Both on the score of poor scientific intellectual growth of students before Intermediate in Science, and also difficulty of furnishing the laboratories with suitable, efficient and adequate equipment,this subject is not considered suitable for high school classes of our schools. It may, however, be noted that the preparation of inks, oils, soaps, tooth-powders, polishes and cosmetics and preservation and canning of fruit have been amalgamated into one subject of two-years duration in place of Industrial Chemistry.

31. Below are given the groups of courses of four and two years duration. —

A Group—Four year courses:

(1) Wood-craft.
(2) Spinning and Weaving.
(3) Book-craft and Printing.
(4) Technology.
(5) Tailoring, Cutting & Needle-craft, and Knitting & Hosiery.
(6) Leather-craft.

B Group—Two year courses:

(1) Motor Mechanics.
(2) General Mechanics.
(3) Radio Mechanics.
(4) Electrician.
(5) Electroplating.
(6) Sheet Metal Smithy.
(7) Upholstery and Furniture Polishing.
(8) Embroidery (Hand and machine).
(9) Knitting and Hosiery.
(10) Laundry with Needle-craft.
(11) Dyeing and Printing,
(12) Fruit Preservation and Fruit Canning with the preparation of hair oils, inks, soaps, polishes, tooth-powders and cosmetics.

The courses of all the subjects listed in A Group can be formed on the four year bsis. Bookcraft and Tailoring as independent subjects would be too short aor four year plan and, therefore, Printing Technology has been added to Bookf-craft and Cutting & Needle-craft and Knitting to Tailoring. Two other two year courses in salesmanship and librarianship will be particularly useful for the girl students but as their training cannot be arranged in Technical Schools, separate provision for imparting instruction in these subjects will have to be made. Salesmanship can go well with commerce courses while special arrangement will be necessary for training in the librarianship. Syllabuses in Tailoring and Cutting, Leather-craft, Spinning and Weaving, Hand and Machine Embroidery as prepared by the Industries Department will have to be redrafted. The final list of Equipment can be prepared on the basis of the syllabuses and, therefore, these will have to wait till after the drafted syllabuses have been approved.

Care regarding grant of Recognition.

32. In case of the higher secondary schools with the constructive subjects, precaution should be taken to see that they are not allowed to open any of these subjects until they have fully satisfied the conditions regarding qualified staff and necessary equipment as prescribed for those subjects. Moreover, no higher secondary school should be allowed recognition in more than one constructive subject as the provision for equipment and staff will prove expensive and further because the students may show preference to join technical schools where they may be receiving similar education without paying tuition fees.

Continuation of Crafts as Hobbies.

33. With regard to the future of the subjects other than Commerce and Agriculture in Group C, it is suggested that these crafts may be retained for their educational value and be treated as equal to one optional subject. While their abolition will render superfluous and thus entail a waste of the existing equipment in these subjects and throw out of employment the teachers teaching them, it is

emphasized that as crafts these subjects should continue to provide that intellectual training and manual dexterity which is so essential to an all-round development of a useful citizen.

Co-operative Research

34. We would like to invite the attention of the Government to one more important point. The higher technical colleges will have to be provided with facilities for industrial research. In the United Kingdom the important industries have developed a system of 'co-operative research'. The main feature of the scheme is that the competing firms in an industry combine together to carry out the research on problems common to all of them. The success of such research leads to an improvement in the standard of technical efficiency throughout the industry and thus serves to promote the larger national interest. In our country unfortunately, the industry is not alive to this necessity. In order to place technical education on a sound basis and also to expedite the implementation of this scheme, it may, therefore, be necessary to require the important industries to make suitable monetary contributions. Some action on these lines appears to be particularly desirable in view of the fact that the State Government do not have very elastic finances.

General Suggestions

35. In order to popularise industrial education, it was further considered desirable to make provision for 'Settlement Grants' in deserving cases to students passing out from the technical schools. The Committee thought that a minimum suitable grant or loan in each case should serve the purpose of purchasing equipment, tools and raw materials etc. It should be the responsibility of the State Government to secure facilities for factory training for such students. Wherever separate technical schools for girls do not exist, separate hostel accommodation will have to be provided in the existing schools for boys. We hope that with these suggestions a better orientation will be made in the field of general and technical education.

Continuation Classes

36. (a) The provision of "Continuation Classes" was one of the important features of the scheme of reorganisation of Secondary Education in this State, as a result of the recommendations of the first Narendra Deva Committee. These classes are meant for the education of adolescents who under financial stress have to leave their schools at the age of 14, as the average parent in India is so poor that he needs whatever little income which his boy can earn at the earliest possible time. After the junior high school stage some of the students drop off and follow their parents' trade and profession. In order to keep up their interest in education, to save them from reversion to illiteracy, to give them specialised knowledge of trade and profession, and to keep them abreast of the times, provision was made in the reorganisation scheme for "Continuation Classes". These are held in selected higher secondary schools for two hours in the evenings, so that there may be no interference with the bread earning activities of the boys and girls attending these classes. Subjects like English, General Knowledge and Hindi are also taught besides Crafts which may be any two of the following:

(i) Book-binding
(ii) Tailoring
(iii) Basket-making
(iv) Spinning & Weaving
(v) Wood-Craft
(vi) Metal Work
(vii) Paper -Making
(viii) Fruit Preservation and Bee-keeping
(ix) Decorative Leather work
(x) Ceramics
(xi) Home Science for girls' schools only.

Watch repairing, Painting and Sculpture, Radio-mechanism, Photography, Military science, Agriculture, Short-hand and Typewriting, Hat-making and Dari-making to boys, and Newar-weaving to girls are also taught in some of the Continuation Classes.

(b.) No age limit is prescribed for admission to these classes, nor is any fee charged at some of the classes although annas eight per mensem per student is permissible.. Provision has been made for two courses, one of six months duration and the other of two years duration, the latter for specialised training in selected crafts in selected schools. All told there are 45 Continuation Classes attached to the higher secondary schools of the State-42 for boys and 3 for girls. 8 of them are attached to the Government institutions and 37 to the non-Government institutions. Only part-time Instructors selected from amongst the members of the regular staff, working in the institutions concerned, have been employed for these classes. They are paid an allowance of Rs. 30/- to 40/- p.m. each. Not more than three teachers are employed at any one centre.

(c.) Each of these classes was given a non-recurring grant of Rs. 1,000/- by Government for initial equipment etc. and a recurring Government grant is also given for the employment of teachers at the rate of Rs. 30/- per teacher per-mensem and Rs. 10/- per mensem for contingent expenses. An idea of the total Government grants given towards the maintenance of these classes during the last several years can be had from the following statement supplied by the office of the Director of Education:—

Year.	Nature of grant	Boys' Schools			Girls' Schools
		Govt. Schools	Non-Govt. Schools	(only non Govt.)	Total
1	2	3	4	5	6
		Rs.	Rs.	Rs.	Rs.
1948-49	Recurring	1,600	11,340	..	12,940
	Non-recurring	15,000	42,000	..	57,000
1949-50	Recurring	2,000	42,835	4,050	48,885
	Non-recurring	..	18,500	4,000	22,500
1950-51	Recurring	2,000	35,110	5,140	42,250
	Non-recurring	..	..	..	..
1951-52	Recurring	1,950	32,485	8,040	42,475
	Non-recurring	3,000	5,000	2,000	10,000
1952-53	Recurring	5,900	40,600	11,600	58,100
	Non-recurring.. ..	..	..	..	..
	Total	31,450	2.27,870	34,830	2,94,150

(d.) The enrolment of these Continuation Classes as far as could be ascertained was 1739, 1183 in boys schools and 556 in girls schools. The average number of boys per class was 28 and that of girls 185. The information furnished to us regarding girls schools, however, seems to be confusing. Some of the classes where outsiders have not joined them in appreciable numbers, were thrown open to the regular students of classes VI to X who cared to join them in the evening.

(e.) From the opinions received from various quarters on this topic, it is clear that these Contin uation Classes have not proved a success, and that the objects originally aimed at have not been achieved. The following are some of the causes of the failure of these classes.

(i) Want of any regular or prescribed course of study for the subjects to be taught in these classes.

(ii) Dearth of technically qualified and trained teachers to take up the teaching in these classes as a part-time job.

(iii) Inadequacy of funds for the supply of proper equipment for practical work in these classes.

(iv) Want of any specific opening for the students under training.

(v) Inadequate time given for practical work.

(f.) The Committee considered the present position of these Continuation Classes as summarised above, and it was found that the opinion expressed on this problem was not unanimous. It was stated that so far as the Classes for girls are concerned they were generally satisfactory, and in certain places the Classes for boys also were doing good work. But on the whole, the general condition was far from being satisfactory. The Committee, therefore, recommends that the existing defects in the working of these Classes should be removed and that the classes in particular crafts should be started in only those institutions which are the local centres for the particular industries of the town or area concerned, and which are also recognised by the Intermediate Board for those particular subjects in the Constructive group, so that the requisite equipment for the several crafts taught there could be utilised for the continuation classes also. There should also be a well defined course for each subject to be taught, probably on the lines of the training provided in Industrial Schools, and a Certificate should be awarded to the trainees after holding a regular examination. Unless this is done, these Classes are not likely to serve any useful purpose. These certificates should be regarded as equivalent to those a arded by the Industr es Department for similar proficiency attained at their own schools.

(g) Further, in view of the suggestion made for a better co-ordination of general education with technical education, in the preceding pages, it is felt that some sort of Special Class should be started with a view to making up the deficiency of general education in boys desirous of coming over to the literary schools from technical schools after finishing their two years course and also to making up the deficiency of technical training in boys willing to change over from literary schools to technical schools after completing the first two years course at the higher secondary stage. This deficiency can easily be made good within a space of one year.

CHAPTER IV

A—Educational Guidance and Aptitude

The first Acharaya Narendra Deva Committee proposed a system of Secondary education based on the variegated needs of pupils. It recommended the establishment of schools which may provide diversified curricula to suit the needs and aptitudes of our students. Modern psychological researches have established beyond dispute the fundamental importance of individual differences in ability, intelligence and personality make-up of school pupils. These provide the basis for the determination of different aptitudes. Aptitudes and intelligence and testing educational guidance are of prime importance in a wide-spread system of higher secondary education for a free and democratic country. Inspite of differences of opinion on minor details, all those who sent their opinions or appeared before the Committee were agreed that a scientific system of educational guidance was necessary for making secondary education a live-force. Since it is generally accepted that education at the higher secondary stage (14 to 18 years) in our country must be so planned as to provide a variety of curricula to suit the needs and aptitudes of our pupils, it makes incumbent on us to incorporate guidance work on scientific lines as an integral part of our educational organisation. We received opinions which have specifically stressed that no proper advantage could be taken of the classification of secondary schools into four types of education i. e. Literary, Scientific, Constructive and Aesthetic in the absence of a well-organised system of educational guidance. Boys had no option but to take up courses either as advised by their guardians or at their own discretion. No assistance, advice or guidance was extended to them from their teachers. Sometimes the principal or the headmaster took up class VIII examination results register and if a student had obtained good marks in Mathematics, English and General Science, he was advised to take up B Group i.e. Scientific course. We, therefore, recommend that educational guidance should be incorporated in our educational programme as its integral part and should be organised on modern scientific lines in the State with reasonable speed and thoroughness.

Implications of a Guidance Programme

2. A system of educational guidance implies in the first place the existence of an efficient and reliable procedure for determining the aptitude of the pupils. Scientific methods far determining pupils' aptitudes are based on complicated and far-reaching psychologcial discoveries. Aptitude Tests involve, in the first place, the determination of what are technically known as "abilities" of pupils. These are the fundamental cognitive qualities of mind by virtue of which an individual is able to learn and to acquire knowledge. "Abilities" are believed to be mostly of the nature of inborn potentialities. Education can, therefore, utilize them wherever and to whatever extent they exist but cannot alter them signficantly. The determination of these "abilities" and aptitudes requires appropriate psychological tests suitable for the particular environment and conditions of our society. The various permutations and combinations of abilities in different individuals mostly give rise to the wide-spread variety of aptitudes in different individuals with which we are so familiar.

3. Besides the psychological tests of abilities and special aptitudes, standardised tests of attainment in fundamental school subjects such as Hindi, Mathematics and Science are necessary particularity for guiding the school pupils in the proper selection of subjects and courses at the beginning of the higher secondary stage, i.e. in class IX of our schools. The construction of these standardized tests, all of which will be group tests, involves technical knowledge and an amount of work of practically the same level as the group tests of eachof the

psychological abilities. Attainment Tests and Tests of Psychological Abilities will give more or less a complete picture of the pupil on the cognitive side-inborn abilities and aptitudes and actual attainments in different school subjects. The personality or the affective cognitive side will, however, also need to be taken into account to make an exact placing of the pupil in a particular subject or course of study; for personality qualities such as sustenance of interest, doggedness, etc., may often be a deciding factor in a proper selection.

4. Complete scientific guidance has yet another important face-the analysis of the requirements of the job or a course of study, popularly known as job-analysis which in our case may be called as "Course Analysis". For, scientific guidance consists in matching the qualities of the individual with the requirements of the job or study, and thus selecting a job or study which most nearly suits an individual. Job-analysis is again an intricate task, and, in the case of our problem of guidance and allocation, will need follow-up studies so that the criteria of guidance and allocation may gradually be improved upon to give more and more valid results. The task of job or course analysis will again need technical competence and an amount of labour equal roughly to twice that is needed in the preparation of a psychological test of cognitive ability. It will thus be realized that the preparation of tools of psychological guidance, apart from the actual practice of it, is a stupendous task, which cannot obviously be tackled all at once on full scale. There is, however, no escape from it also if our educational fabric at any time in the future is to be put on a sound basis. The magnitude of the problem in our country is increased, because a start from the scratch has to be made on State initiative alone ; and further because we have no catch-up with the scientific standards within a reasonable period of time. We worked out the details of the test-construction work and it is estimated that three competent full-time psychologists trained at one of the leading centres of test-construction together with six assistant psychologists, who will be working whole time, will be needed to complete a project of test-construction in two years' time, and this may be considered a unit of requirement in connection with test-construction and standardisation on scientific lines.

Scope and present state of Guidance in Uttar Pradesh

5. It can be said that there is scope for guidance activities throughout the educational ladder, i.e. both at the Primary and Secondary stages but guidance at the Primary stage when the boys and girls are generally of the age-group 6 to 11 years, has different implications as compared with guidance at the Secondary stage. Because of very immature age the abilities and aptitudes of pupils at the Primary stage are not diversified and stabilized. But Guidance activity at the Secondary stage is an imminent problem and is in itself a stupendous task. The countries of the West where such activities are carried on scientific lines have had a start of at least 30 years in this respect, and what is more important in their case, guidance, allocation and psychological activities grew up from within so that the whole system of work was natural and highly decentralised from the very beginning. Those countries had the advantage of the cumulative efforts of all such agencies, as the schools, the universities, the training colleges, independent private bodies, specific research organisations and independent local educational authorities. In our State, unlike other countries, the task of giving educational guidance to students was initiated at the instance of a government agency created in the form of the Psychological Bureau at Allahabad and ours is the first State in this country to take up this problem in a systematic and scientific manner. The Bureau was established in 1947 in implementation of the recommendations of the first Acharya Narendra Deva Committee. It created the nucleus of a State psychological service and the institution has so far been able to make provisions of psychological tests, procedures and methods on a small

scale, suitable and valid for our conditions and to train personnel which is in a position to take up the actual work of giving educational advice on a psychological basis. Thus the whole effort has remained on a limited scale and confined at one particular centre and naturally the whole of the State has not been covered, specially the distant and under-developed areas. Allocation into different alternative courses is a problem of educational guidance which is faced at the beginning of the Higher Secondary stage and it should be based on valid and reliable s andardised psychological tests and procedures. These psychological procedures have o be supplemented by what may be called purely educational procedures and under this latter head would come the assignment of pupils by their own teachers and others who come in contact with them during their actual educational activities. But before guidance can be put on a barely acceptable basis—not to talk of a proper scientific basis—it is absolutely necessary that the following intelligence and ability tests must be constructed and standardised at the earliest possible time:

(i) The Hindi adaptation of the Stanford-Binet Test of Individual Intelligence. It has already been prepared by the Bureau of Psychology, Allahabad, but needs to be thoroughly standardised.

(ii) Group tests of primary mental abilities, particularly "F", "K", "V", and "N",

As a first step towards enabling the work of test-construction to proceed at a reasonable speed, we recommend that the Bureau of Psychology, U. P. Allahabad, should be considerably strengthened. Further, considering the vast magnitude of the task of placing guidance work on a scientific basis and also in decentralised form, it is essential that all agencies in the State which are able to contribute in this direction should be mobilised. In particular, we recommend that the university departments of Psychology and Education, degree colleges, and other institutions which possess facilities for psychological test-construction on scientific lines, should be invited to co-operate and to make their contribu-tions in this direction.

6. The U. P. Government has already extended this psychological service to five centres in the five educational regions of the State. These psychological centres have taken up the study of guidance problems in right earnest and are preparing themselves to give guidance at the time of admissi ns in 1953-54. We recommend that the staff of the present newly started Regional Psychological Centres should be immediately raised to 5. This is the first step towards making provisions for an adequate psychological service in the districts. In due course of time the scheme is expected to spread over the whole of the State. But we cannot meet with success in this sphere unless encouragement is given to non-government agencies and they are mobilised to co-operate and create a well organised net-work of psychological service all over the State. This was the general opinion of all those who showed concern on this topic and we agree with their point of view. No doubt, research work in this direction has been done by the universities at the inidividual level, but most of the informa tion so collected has not been systematically arranged from that point of view and is lying buried in the various theses written for research degrees. Thus-the practical work done so far in the sphere of guidance is only that which the Government Bureau of Psychology has been able to do. It has obviously not been able to attempt things on an extensive scale. Actually, so far only the stage has been set for extending the guidance activities to every part of the State, as under—

(1) to establish psychological centres in the first instance in every dist rict, although with our rapidly expanding education the problem of providing an educational psychologist for at least every big school may very soon arise;

(2) to train personnel needed for an expansion of psychological service in this State and this has to be taken up immediately for without a large number of properly trained personnel, guidance work must remain beyond the reach of the majority of our school children;

(3) to make provision for a smaller period of training and of more general type, because at least one teacher from every school will have to be so trained as to be able to give guidance for all pupils in that school and may also be able to effectively organise work in consultation with the psychological centres and work out preliminaries in the school itself. These teachers may be given a short-term training course for a period of say 3 months, at the Bureau of Psychology, Allahabad or in other suitable places and schools may be asked to send one or two of their graduate teachers for training, who, on return, will help the District Psychological Centres in guidance work in regard to their own schools ; and

(4) to make provision for three to four refresher courses of increasing standards at intervals because the former short-term training will provide only the minimum necessary knowledge about educational guidance. The teachers thus trained will not, by vitrue of their training, automatically become entitled to the status of a psychologist but will remain an integral part of their schools as teachers.

7. The extension of psychological service recommended earlier, will necessarily mean an expansion in respect of the staff of the Bureau of Psychology and financial assistance to other agencies. The Bureau will function as an effective unit in the work of test-construction and guidance and will provide the lead which is so essential for the development of psychological work in the State. Very substantial financial assistance would be necessary for the institution of each test-construction unit to work effectively elsewhere and Government should set up a specific machinery whereby definite projects of Test-Construction may be systematically assigned to such agencies as are willing and competent to take them up and complete them within the specified period. In case Government provide any aid to such a project, the results of this project should be available for use in the general pool of psychological tests according to Government directions. We feel this very necessary and recommend that Government should set up a Council of Psychological and Educational Research to provide an over-all direction and co-ordination of the work being carried on at different places in this field. This should be an expert body of a representative character representing all interests which could command respect from all quarters.

8. We have already stressed the importance of thoroughly trained personnel on scientific lines and we would like to give a general direction as to the types of personnel required. It will be of two types—

(*a*) *In-Service Teachers*—The primary duty of these teachers will be to do their normal teaching work in school, but in view of the training provided to them they will be able effectively to collaborate with and help the psychologists and will be very important members in the team required for Guidance work. The need for such in-service training for teachers is imperative and immediate and, therefore, the Bureau should run short term courses, each lasting for a period of three months, to provide in-service training to teachers who would supply necessary educational and other data about pupils to the psychologist and would also administer group tests. Three such courses would be run each session and in each course 20 teachers would be trained.

(*b*) *Trained Psychologists*—To begin with 10 selected graduates should receive training at the Bureau of Psychology every year, and the number should be increased according to the expansion of the scheme and actual facilities available for training. They should be awarded a regular Diploma by the Department. As will be seen in the preceding chapters of this report, a scheme of general co-ordination of the technical and general education has been prepared, and, therefore, guidance work will have to be extended to techincal schools as well. And, therefore, we specifically recommend that teachers from technical schools where provision for teaching of humanities and languages has been made, should be brought under these training schemes.

9. These psychologists and trained teachers in psychological and educational guidance will organise guidance for boys and girls of the different schools in the district in a co-ordinated form. As trained psychologists become more and more available, a team of 5, constituting a District Psychological Centre, should be appointed at the headquaters of each district. It should not be attached to any particular school but should form a separate unit which should be called the District Psychological Centre. Since we are proposing to train graduate teachers of schools for psychological guidance, we also recommend that the existing syllabus of training colleges and degrees in education at the different universities, may be modified so as to include the guidance aspect of psychology in the paper of Experimental Psychology. This will equip all the trained graduate teachers with elementary knowledge of guidance work and after attending suitable courses at the Bureau of Psychology, they may become full-fledged psychologists in course of time.

10. We can not lay down here definitely the functions of the District Psychological Centres but we do certainly want to indicate the general line of action. The District Psychological Centres should be able to take up two types of work in connection with Higher Secondary Education :

(i) Individual guidance in a few simple cases.

(ii) Group guidance work of the allocation type at the end of class VIII, particularly in reference to the determination of the suitability of pupils for a science course which is the immediate problem before our schools in view of the limited seats available in science from class IX onwards and the great rush and demand for the same. This would be done mainly on the basis of a high intelligence.

11. In regard to some Guidance problems which are not specifically the problems of Higher Secondary Education but are nevertheless connected with it, we have to make the following recommendations:

(1) Cumulative Record Cards should be maintained by schools for each pupil from the earliest stage i.e. the Basic stage. These provide invaluable data not only for later guidance and allocation work but will also be found to be a very satisfactory substitute for the traditional examinations now current at the Basic stage.

(2) At some future date the institution of a psychological and educational assessment of pupils at the end of class V should be considered. This should involve an assessment of general intelligence and of attainment in Arithmetic and Hindi on the basis of standardised tests.

The psychological assessment at the end of class V will be very helpful not only for later Guidance and Allocation but this has in itself great potentialities for improving education at the Primary and Junior Secondary stage, especially if it can be linked with a wide spread system of scholarships. This psychological and educational assessment can replace the present traditional examination at the end

of class V with great benefit both to schools and to pupils and is the type of examination now common in Great Britain at the end of the Primary stage. This can also serve a very useful purpose in selecting those pupils at the end of class V who give definite promise for the future, and who should, therefore, be helped by the State in the further prosecution of their studies, because it has been found that psychological assessment at this stage has great prognostic value.

(3) Teachers in higher secondary schools teaching at the Junior High School stage i.e. in classes VI, VII and VIII should prepare Sociological Schedules in connection with guidance and be required to watch children's aptitudes with care. It is known that teachers can give very useful information about their pupils provided they know that information is to be given and how that information is to be gathered and appropriate observations made. It is necessary that teachers should be able to fill up the sociological schedule in connection wi h Guidance with confidence and accuracy. With some instruction, teachers can be expected to do this work properly and the presence of one or two teachers in the school who have had refresher courses of the types suggested in para six, at the Bureau, will greatly help matters.

12. The question as to when and how far the acceptance of Guidance provided to pupils should be insisted upon may be mentioned here. While there can be no doubt that when Guidance has been effectively organised on a thoroughly scientific basis, pupils, teachers and guardians would be guided by it in their own interests as well as in the interests of the community, we wish to make it clear that the acceptance or otherwise of Guidance will be voluntary. The heads of institutions and guardians will, no doubt, take advantage of guidance advice wherever available.

B—EXAMINATIONS

Defects of existing examinations

The deficiencies, inadequacies and harmful consequences of the existing ystem of public examinations are too well known to need elaboration here. uffice it to say that they are known to be capricious, invalid, unreliabl e and inadequate; that they dominate instruction to its detriment by making the syllabus sarrow, killing initiative in the teacher and encouraging cramming in the utudent; that they result in excessive strain and anxiety to students near the examination time and in neglect of work during the school year; and that they tend to have an adverse effect on discipline.

An Analysis of the Defects

2. Before determining the main direction in which reform may be made it is essential to pick out those features of the existing system of public examinations which have led to the above defects and prevented the system from achieving its legitimate aim, namely, to assess on a standard State basis the scholastic attainments of students who have pursued a certain course of education.

3. The first set of defects, namely capriciousness, invalidity, unreliability and inadequacy arise almost wholly from two factors: (*a*) a single examination with a small number of questions determining the final assessment of the achievement of the students and (*b*) multiplicity of examiners with ill coordinated standards of marking (the result of the large size of the examination). This suggests that there should, if possible, be several tests instead of one final examination and some statistically sound system of co-ordinating the standards of examiners.

4. The second defect, namely, domination of instruction by the examination arises entirely from the fact that the examination is an external one. An external examination implies a rigidly fixed restricted syllabus. Great areas of knowledge and activity have to be excluded, either because their study cannot be prescribed uniform for all the schools in the State, or because they are too elusive to be defined and examined. The content of education is thus impoverished right from the start. Even worse, the aim and emphasis of instruction are vitiated, because even within the limited syllabus there are certain areas more amenable to examination than others, and with an external examination such areas will attract almost all the attention of the teacher and the student. Thus education is replaced by coaching and cramming. The analysis on this point, therefore, suggests that the examination (or testing) should not be an external one but a testing or assessment by the teacher himself, who will adjust the content, aim and emphasis of his teaching according to his lights and abilities and the needs of his pupils as he sees them. The syllabus will be only a rough guide.

5. The third defect, namely, strain and anxiety towards the end and neglect throughout the year arises obviously because too much depends upon the final examination and too little on the work during the course of the year. This, therefore, again suggests that the final assessment should be based not on a single final examination but on several assessments or tests during the course of the school year.

6. The fourth defect, (viz. the adverse effect on discipline) is due to a combination of factors including principally those which have led to the above mentioned first three defects. The final external examination is not regarded either by the teacher or the student as a really fair test. Too much revolves

one single examination. Coaching and cramming have interfered with the development of the intellect and character both of the teacher and the student. It follows thus that any reforms which will remove the first three defects would also remove the fourth and the last defect.

The Direction of Reform

7. The above analysis, therefore, indicates that if reform could be worked out in the following directions, the defects of the present system of examination might be minimised without giving up the aims it seeks to accomplish:

(1) The external examination be replaced by an assessment made by the teacher himself.

(2) The final assessment be based on several assessments made during the course of the school year.

(3) The final assessment (i.e. marks) given by the teacher in a subject in one school be satisfactorily co-ordinated with the marks given by teachers in other schools in the same subject.

A Caution

8. Before proposing reforms it is necessary, however, to examine whether changes in the directions mentioned above are at all feasible and also whether there would not be any attending disadvantages. External examinations have a long and respected history and, at one time, are known to have helped in raising educational standards in the countries in which they were introduced. They furnish, with all their defects, a system by which standards of teaching could be judged and certificates awarded on a State basis which employers and higher educational authorities trust and accept. Within certain limits there is uniformity of standards. These are very great merits of public examinations and we feel it to be our duty to make sure that while considering reforms, none of these great merits will be sacrificed.

Scaling—A possible solution of the problem

9. The difficuly in accepting the teachers' marks, as they are, as the basis of award of a State certificate is obvious. A thousand teachers in a thousand schools would necessarily be awarding marks on widely divergent standards, and it would be meaningless to award a State Certificate (implying uniformity of standrards) on the basis of such raw marks. Fortunately, there exists a statistical method known as 'Scaling of Marks' already in use in Scotland, by which the marks submitted by different schools can be compared and reduced to a common standard. That method makes it possible that the teachers' marks, arrived at after a series of tests during the course of the school year and finally scaled with the help of a State-wide objective external test, will constitute a desirable substitute for the marks in an external examination for the award of a State Certificate. The process of scaling the marks will provide a means of preserving the State-wide uniformity of assessment, which is the main justification of the public examination, because marking with objective tests is mechanical and does not vary from examiner to examiner. Under this system there will be many school tests during the year and consequently the student will work at a steady pace throughout and chance will play little or no part in determining the final mark obtained by him. Nothing will turn on a single examination. But before this revolutionary reform is introduced as an experimental measure, it would be desirable to undertake an investigation on a reasonably large scale, say in 100 selected schools, for a period of time (one to three years), as soon as possible, to determine its suitability as the basis of the award of the High School Certificate. The investigation should be organised by the Education Department at the Bureau of Pychology, Allahabad, with the assistance of the Government Central Pedagogical Institute, Allahabad. A standing committee of experts

should be appointed to plan out in detail the investigation on the proposed scheme and to supervise its progress from time to time. At the end of the specified time, a Committee should be appointed to examine the results of the experiment and in the event of the investigation proving successful we recommend that the High School Examination be relpaced by the new scheme for regular students only, the existing H. S. Examination still cotinuing for private candidates. Full details of the proposed scheme are given in appendix X.

The existing High School examination will continue meanwhile as hitherto-fore even in the schools in which the investigation is undertaken and will remain the basis of award of the High School certificate during the period of investigation.

High School and Intermediate Examinations.

10. The Higher Secondary stage being one single unit, there is no justification for the issue of a High School Certificate in the middle of the stage, either on the basis of the existing system of examination or otherwise. We, however, recognise the fact that many students drop out at this stage and that the High School Certificate is a help both to them and to their future employers. After considering the matter in all its aspects, the Committee arrived at the following conclusions:

(1) The Committee recommends that the suggestion contained in the first Acharya Narendra Deva Committee Report and in the University Education Commission Report to carry over the final yeai of the Intermediate classes to the University course and to make the Higher Secondary stage of only three years duration as a single unit, be accepted and only one public examination at the end of these three years of Higher Secondary stage should be held.

(2) In the event of the recommendation No. (1) being not put to effect immediately, the Committee recommends the following:

(*a*) The Intermediate Examination should continue as it is because we feel that this examination, more or less in its present form, is necessary to be taken at the end of the higher secondary course. But private candidates will not be eligible for the Intermediate Examination unless three academic years have elapsed after passing the High School Examination.

(*b*) The High School Examination has to be continued mainly for the benefit of the private candidates. This examination should be conducted in the Summer vacation after the annual examination of the regular candidates for the High School classes is over. Regular students should, as a rule, be promoted from class X to class XI as they are at present promoted from class IX or XI to the next higher class.

(*c*) In view of the fact that circumstances force many students to drop out at a stage, when the High School Certificate is a help to them, the regular school students will have the option of appearing at the High School Examination. Those regular students who wish to appear at the High School Examination may, however, do so provided they declare their intention of appearing at this examination prior to the date of submission of examination form by the private candidates. But a regular student, who sits at the High School Examination, shall not be allowed to take the annual examination of any school for promotion to class XI.

(*d*) In order to evolve a suitable substitute for the present system of public examinations, an investigation on a suitably large scale, say in 100 schools selected for the purpose, for a period of time as suggested before, be undertaken immediately to determine the suitability of using teachers' marks scaled with the help of uniform objective tests as the basis of determining the ability of the candidates.

(*e*) A standing committee of experts should be appointed to plan out in de- the investigation on the proposed scheme and to supervise its working.

(*f*) That the investigation proposed above should be organised by the Education Department at the Bureau of Psychology, U. P., Allahabad, with the assistance of the Government Central Padagogical Institute and at the end of the specified time, a Committee should be appointed to examine the results of the experiments and its recommendations be given effect to.

Minimum Age for High School Examination

11. The minimum age which a regular student must attain before appearing at the Intermediate Examination, should be 16 years, and the minimum age which regular students must attain before appearing at the School Promotion Examination at the end of Class X or at the High School Examination should be 14 years on the first day of January of the year in which the examination is held. The Committee also recommends that these prescribed minima should be raised again each by one year at the end of three or four years. But for private candidates the minimum age should be 16 years at the High School Examination in the case of a boy and 15 years in the case of a girl. Further, private candidates should not be allowed to appear at the Higher Secondary School Examination unless they have passed Class VIII or obtained the Junior High School Certificate at least two years before appearing at the High School Examination or have passed class IX of a recognised school at least one year before the High School Examination. A candidate who has failed in class IX or left class IX within four months immediately preceding the examination, should not be allowed to take the High School Examination until two years after such failure.

Minimum Attendance

12. The requirement of 75% attendance for the High School and Intermediate Examinations laid down in Regulation 4 of Chapter XVII of the Intermediate Board's Regulations should be strictly enforced and the condonation of shortage of attendance by the Intermediate Board or any other authority should not be permitted in any circumstance. Similarly no appeal should lie against the orders of the Head of the institution detaining a student from appearing at the High School or Intermediate Examination under Regulation 19 of Chapter XII of the Board's Regulations.

Junior High School Examination

13. The Committee is satisfied that suitable objective attainment tests for the Junior High School Examination can be prepared. But we do not recommend that the experiment of Teachers' scaled marks recommended for the High School Examination above, be applied to the Junior High School Examination also, because of the dearth of qualified teachers for the purpose and the desirability of not making too many changes all at once. We visualise, however, that this examination being a largely decentralised examination, can be replaced, in a few districts to start with, by the scheme of teachers' scaled marks after a convenient interval of time, once it is introduced in the High School Examination.

High School Scholarship Examination

14. The Committee recommends that there should be a High School Scholarship Examination at the end of class VIII for pupils reading in that class both in rural and urban areas, and that there should be at least 300 scholarships tenable for a period of 2 years awarded on the result of this Examination. No pupil older than 15 years on the first day of January preceding the examination may be allowed to sit for it.

15. Since the primary function of this examination is prognosis, tests of general intelligence will be particularly helpful in assessing students' capacities and potentialities and predicting their future success. We recommend, therefore, that objective tests of general intelligence and general knowledge and of attainments in Hindi and Mathematics be introduced immediately for this examination. We also emphasize strongly that systematic follow-up studies of the scholarship winners be instituted. They will yield valuable data for future guidance and selection.

Admission and Promotion of Students

16. With a view to improving the efficiency of teaching and standards of examinations, the Committee also recommends that the existing rules regarding admission and promotion of students from class to class be modified in the light of the following observations:

(1) *Admission*: No student should be admitted to class IX unless either he has passed class VIII of a Higher Secondary School or obtained the Junior High School Certificate (as a regular or private candidate).

(2) *Class Proficiency*: (i) There should be three terminal tests in each of the IX, X and XI classes and only two in class XII.

(ii) The proportion of marks allotted in the three terminal tests should be 25, 35 and 40 except in class XII where it should be 40 and 60.

(iii) The examination papers in the terminal tests may be either (*a*) objective or (*b*) essay type, or (*c*) a combination of the two as each institution may decide.

(iv) There may be only one paper in each subject in classss IX and X if the Head of the institution so decides. Practical tests in subjects which demand them, e.g. Science, General Science, Home Science, Music etc., should be held separately and treated as a part of the paper or papers.

(v) Promotion from class to class shall be on the basis of the combined result of the three terminal tests of the year, there being an external examination at the end of class XII.

(vi) The pass percentage in each subject should be 33 per cent. as at present and the rules regarding grace marks should be the same as are prescribed by the Board of High School and Intermediate Education for its own examinations. If, however, a student is unable to appear at any one of the terminal tests for valid reasons with which the Principal feels satisfied, his marks of only two terminal tests, in which he has appeared, be counted and he should be promoted if he passes in all subjects and gets 35 per cent. in the aggregate of the examination in which he has appeared.

(vii) The Head of an institution may, however, promote a student if he is, in his opinion, a deserving student and there are special circumstances to do so, such as serious illness or accident, to justify his promotion even though he has otherwise failed.

(viii) The marked answer books should be shown to the candidates in the class. A statement of marks obtained should also be sent to the guardians of the students.

(3) *Detention* : Students who have not put in 90 per cent. of the total attendance during the period their names were on the rolls of the institution in the school year, from the date of their first admission to the class, exclusive of the leave granted on medical or other legitimate reasons, shall not be promoted to the next higher class. No shortages in this connection will be condoned.

(4) *Scholarships* : The decision of the head in the matter of award of stipends allotted to his institution shall be final and no appeal shall lie against it. The number of scholarships, in the opinion of the committee, should be increased considerably so that their equitable distribution could be made according to the enrolment in different institutions.

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CHAPTER V

Bureau of Psychology, Allahabad

1. *Introduction*—The Hon'ble Minister for Education, U. P. while inaugurating this Committee, on March 30, 1952, observed that "The Psychological Bureau, established on the basis of the recommendations of the first Acharya Narendra Deva Committee is another great experiment. It is extending its scope rapidly and we would like your advice if it is proceeding on right lines". The Committee accordingly visited the Bureau in April 1952 and made its own impressions about the work done there. In order, however, that its work which is rather of a purely technical nature, be properly assessed, the Committee invited Professor Kali Prasad, Head of the Department of Education and Philosophy, Lucknow University, to visit the Bureau and advise on its usefulness. He accordingly visited the Bureau on December 19, 1952 and made a report. Before giving an account of the impressions of Dr. Kali Prasad on the Bureau, it would be desirable to give a brief history of the Bureau itself.

2. *Origin of the Bureau*—The Bureau of Psychology, U. P., Allahabad, is one of *the* first fruits of the establishment of a National Government in India. The idea was first mooted by the Acharya Narendra Deva Committee in 1939. The Committee had recommended* that "49....A Bureau of Technical Education and Vocational Guidance should be established. "50. ..Psychological tests should be devised and standardized to discover occupational interests and abilities of students. Short intensive courses should, therefore, be instituted to train teachers in the latest scientific methods and the technique of psychological testing in order to enable them to give expert advice to young people in the choice of occupations."

(For detailed observations of the Committee, please *see* paras 25 to 26 and 29 of Chapter VI and paras 9, 11, 12, 13, 14, 15, 16, 17 of Chapter IX of the Report).

The recommendations of the Acharya Narendra Deva Committee in regard to the need for the establishment of a Psychological Bureau and a Psychological Service in this State were unequivocal and far-sighted in the national interests. The Bureau at Allahabad started functioning from July 1947 and its five Regional Centres were established from March 1952 at Meerut, Bareilly, Lucknow, Kanpur and Banaras.

3. *Aims and objects and Functions of the Bureau*— The main aim of the Bureau was to establish an adequate and efficient Psychological Service for the school-going population of the State in particular and other sections of the public in general. Educational, Vocational and Personal Guidance of young persons from the age of 5 to 20 years are thus the main functions of the Bureau. The aims and functions of the Bureau are as described below:

(A) Construction, adaptation and standardization of suitable pshychological tests.

(B) Affording Psychological Service on a group basis, wherever feasible, such as allocation work in schools, group psychological surveys and group selection work.

(C) Individual case work in Educational, Vocational and Personal Guidance for children and youth to whatever extent feasible.

4. *Information about the Bureau*—Full details of the present staff, equipment and expenditure of the Bureau and the work so far done by the Bureau in respect of (i) Test-Construction and Adaptation, (ii) Group Psychological work, and (iii) Individual Psychological work and also a list of the Bureau's publications are given below:

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* Paras 49 & 50 of Chapt. IV of the printed Report

(a) Staff, Equipmept and Expenditure

(i) The Bureau has a staff of 11 including the Director. The Director is in the P. E. S. senior scale, 3 psychologists in P. E. S. junior scale, 1 Statistician and 2 Senior Testers in special subordinate educational service scale and 4 Junior Testers in ordinary subordinate (trained graduates') grade.

(ii) The Bureau possesses a well-equipped Psychological Laboratory, and practically all the Psychological Tests in use in U. K. and U. S. A. are available here.

(iii) The Bureau has built up a sound Library of Psychological books and journals of a research standard and necessary for the type of work it undertakes. About 30 Psychological Journals— Indian, British and American are subscribed by it and it has been able to secure practically all the back numbers of most of the Indian and British Psychological Journals.

(v) Government are spending a sum of Rs. 1,33,800 annually on the Bureau and its five Regional Centres. Considering the utility of this unique institution and the great future before it, the Committee thinks that this expenditure is not only justified but needs to be augmented with additional funds when possible.

(b) Work so far done

The work of the Bureau has necessarily been of a practical and applied nature. Since research work in Psychology, in general, is still in an initial stage in this country, this has necessitated not only the laying down of appropriate procedures for the different types of practical work for our own requirements, but the preparation of some of the basic tools of Psychology needed by us. The Bureau took up as a first step to the provision of adequate psychological service, the construction, standardization and adaptation of a number of psychological tests suited to Indian conditions particularly Uttar Pradesh and needed by us. It was realized that this was a big task which could be accomplished only in course of time. The Bureau, therefore, started with tests which have a high priority for practical work to enable it to lay down the nucleus of a psychological service.

(1) Tests of Intelligence and Attainment

The Bureau has constructed and completely standardized (for the whole of Uttar Pardesh) 3 verbal group tests of Intelligence in Hindi, one each for 12 plus, 13 plus and 14 plus and 2 verbal group tests of Intelligence for the adult age level,i.e. 16 years and above. It has also constructed a verbal group test of Intelligence for 10 plus, which is not yet standardized.

The Bureau has constructed 12 Attainment Tests in Hindi, one for the Primary and the other for the Junior High School stage. The standardization of test meant for the Junior High School stage will be completed this year, while that for the Primary stage has yet to be taken up.

The Bureau has also constructed a Diagnostic Test in Arithmetic and an Attainment Test in History which remain to be standardized.

(2) Adaptations

The Bureau has adapted the Revised Stanford-Binet Intelligence (Individual) and its standardization is in progress. It has adapted the N.I.I.P. London Non-verbal Group Intelligence Test 70/23 and the Battery of Mechanical Aptitude

Tests (American). It has prepared an Indian version of Murray's Thenatic Apperception Test for Personality and is trying the Rorschach Test of Personality under local conditions. It has also prepared a Free Association Test in Hindi.

(3) Other Tests

Two allied tests are also in use at the Bureau:

(*a*) Sohan Lal's Group Test of Intelligence and of Attainment in Arithmetic and English for 11 plus, standardized over the whole of the Uttar Pradesh and

(*b*) Bhatia's Battery of Performance Test of Intelligence for Literates and Illiterates for the age range 11 to 16 years standardized over the whole of Uttar Pradesh on an individual basis on about 1,500 cases.

(4) Procedure and Individual Case Work

The Bureau has been able to lay down suitable procedures for Educational, Vocational and Personal Guidance case work on an individual basis appropriate to our own conditions (*see* Publication Nos. 3 and 4, Procedure for Personal Guidance and Procedure for Vocational Guidance, to be had from the Bureau of Psychology, Allahabad). More than 300 cases of Educational and Vocational Guidance on an individual basis were dealt with by the Bureau till the end of May 1952. These cases had been received either from the parents directly or referred to by the heads of local institutions. About 30 therapeutic cases of boys and youths were also taken up with success.

(5) Educational Guidance on a Group Basis

This was taken up particularly in connection with the allocation of Junior High School leavers to one of the four types of Higher Secondary Courses—Literary, Scientific, Constructive and Aesthetic available in schools in this State. The first project was carried in 1951 and a complete account with full statistical data was published under the title of "An Educational Guidance Project" to be had from the Bureau (Publication No. 5). The Project was extended in March/April 1952 to a total number of 32 schools all over the State in co-ordination with the District Psychological Centres. This involved a total number of 2,280 students.

(6) Educational Surveys

An Educational Survey of the local schools of Allahabad was carried out in 1948 and also a Vocational Selection for a Technical school was carried out the same year.

(7) Selections for Services

The Bureau has also been associated with official selections particularly for the Police Department during the last 4 years who utilized the services of the Bureau for selection of candidates for admission to the Police Training College, Moradabad. Similarly the Bureau also helped in the selection of candidates for training for Community Development Project at Bakshi-Ka Talab, Lucknow, in May 1952.

(8) Publications

The Bureau has published the following booklets and articles:—

Booklets

1. Bureau of Psychology, U.P. Allahabad. its scope and its importance to the country (1948).
2. Samples of work done (1948).
3. Procedure for Personal Guidance (1950).
4. Procedure for Vocational Guidance (1950).
5. An Educational Guidance Project (1952)

Articles:

1. Revised Stanford-Binet Intelligence Test, Hindi Adaptation I (Vocabulary) "Shiksha" Allahabad. Volume 3 No. 5 (April 1951) pp. 112—119.
2. Revised Stanford-Binet Intelligence Test, Hindi Adaptation (Proverbs) "Shiksha" Allahabad Volume 4 No. 2 (October 1951) pp. 68—83.
3. Norms for N.I.I.P. Group Test, 70/23 under Indian conditions. 'Shiksha' Allahabad:
   Vol. 4 No. 3 (January 1952) pp. 107—114.
4. Norms for Certain Mechanical Aptitude Tests under Indian conditions 'Shiksha' Allahabad: Volume 4 (April, 1952) pp. 56—73.
5. A Study of Children's Preferences. 'Shiksha' Allahabad: Volume 4 No. 4 (April 1952) pp. 60—63.
6. A case of Remedial Teaching Parts I and II 'Shiksha' Allahabad: Volume 4 No. 2 (October 1951) pp. 84—89 and Volume 4 (April 1952) pp. 56—73.
7. Educational and Vocational Guidance for Students 'Shiksha' Allahabad: Volume 5, No. 1 (July 1952) pp. 52—71.
8. The General Nature of Guidance: 'Shiksha' Allahabad: Volume 5 No. 1 (July 1952) pp. 72—79.
9. Curative Use of T.T.I. Pictures in a case of mental disorder by S. S. Srivastava, Samiksha, Calcutta, Volume 5 No. 3 (1951) pp. 280—295.
10. Hints on Choosing a Career, (1952)
11. व्यवसाय निर्णय के लिए कुछ सुझाव। (१९५२)
12. A Brochure on Psychological use of Toys (Hindi and English).
13. बालक के लिए परिवार और पाठशाला की कुछ मनोवैज्ञानिक आवश्यकताएं, शिक्षा (अप्रैल १९५२) पृष्ठ १२६ से १३१
14. History Attainment Test, 'Shiksha', Allahabad, July 1951,pp. 65—71. Vol. no. 4, Book no. 1
15. Terman and Merrill Intelligence Test, Hindi Revision Vocabulary Test, 'Shiksha' April 1951, pp.112—119.

Technical Review of the work of the Bureau by outside agencies

5. The work of the Bureau seems to have been generally appreciated in technical quarters both in India and abroad, as is evident from the reviews and comments on the Bureau's latest project, An Educational Guidance Project—(Publication No. 5.) Professor P. E. Vermon, Professor of Educational Psychology, London University and President of the Psychology Section of the British Association of Science, Dr. Mons, well known Psychiatrist of Harley Street, London, an authority on the Rorschach Test and President of the British Rorschach Society and Director Mac Mahon of the Applied Psychology Unit, University of Edinburgh, all have very favourably reviewed the work of the Bureau. A review in the "Educator" Nagpur (January 1953) and in the Journal of 'Education and Psychology', Baroda (January 1953) also appreciated the work done at the Bureau.

It would thus appear to us that the Bureau has been proceeding along right lines and its work is being appreciated.

6. *Views of Prof. Kali Prasad*:— The views of Prof. Kali Prasad who visited the Bureau at our request together with Dr. Bhatia's note thereon are given in a synoptic form in Appendix XI. About its scope and usefulness, Prof. Kali Prasad says, "there could be no two opinions about the utility of an institution like this", but he would like severely to restrict the scope of the

activities of the Bureau. He would like the Bureau to"limit itself to the con uction and standardization of tests of intelligence, abilities and aptitudes" o The Bereau should not, in his opinion, take up any other Psychological w including Educational, Vocational and Personal Guidance work, Vocatio Selection work, Personality Assessment work, (particularly the use of Rorschach-test) and handling of emotionally maladjusted personalities such Problem Children.

7. *Recommendation of the committee about the functions of the Bure* While the Committee entirely agrees with Prof. Kali Prasad that the Bureau an institution of great utility and should continue to function, it is of the opini that his recommendations in other respects do not lay down, in a helpful mann the future line of the Bureau's work, for they would appear to deny to the Bure practically all its activities. They seem to ignore the essentially practical natu of an institution like the Bureau and to regard it only as an academic resear institute. The Committee feels that this danger must be guarded against and t Bureau, as the only practical Psychological organisation in the State, shou have within its scope all practical Psychological work connected with our schoo and feasible at present. This should continue, at any rate, until such time as spec ialisd Psychological agencies spring up and are able to develop. As such th Committee recommends that the aims and functions of the Bureau, as outline above, should continue to form the basis of the activities of the Bureau for th present. The attention of the Director of Bureau should, however, be drawn t the report of Prof. Kali Prasad ,so that the Bureau may take up only as muc work as is possible in the interest of the Bureau and its efficiency.

8. *Other recommendations of the committee*: In order to enable th Bureau to further develop its work, we recommend that the Bureau should b considerably strengthened as suggested in Chapter IV-A, page. 36.

The Committee is also of the opinion that Government should assur itself that—

(*a*) the grades of pay for the staff of the Bureau are such as will attract staff of the requisite calibre; and

(*b*) such staff after recruitment is not likely to be transferred owing to the exigencies of service or rules of promotion outside the Bureau unless extenuating circumstances arise for that step to be taken.

9. *Recommendations about the Regional Centres of the Bureau*: The Committee considers that:—

The establishment of a Psychological Centre in each of the five regions of the State since March 1952, was a step in the right direction. The Committee also learns that only two out of the three members of the staff sanctioned for each Centre have so far been appointed at some Centres. This is very inadequate for even the strength of 3 is insufficient for each Centre. The Committee, therefore,strongly recommends to Government that the strength of staff of each Centre should be raised to five, as early as possible, in order to give them a fair trial.

CHAPTER VI

Holidays, Vacations, Discipline, Religious and Moral Education

Holidays and vacations.— The first Acharya Narendra Deva Committee paragraph 10 of Chapter XIV of its Report, recommended in 1938 that "The nimum number of working days in these schools should be 225 and Gov- ament should prepare a list of holidays for schools and may include such tional holidays as may be considered desirable. Harvesting days may be served as holidays in rural schools". The Departmental Committee appoint- in 1948, with the Director of Education as its Chairman, reviewed the posi- n and recommended that the minimum number of working days should be ed at 220 instead of 200, as laid down in the Educational Code, and that this ould be done by cutting down certain holidays. This Committee had before divergent views of educationists and the practices in different institutions of is country and abroad. In England and Scotland, where Saturdays and Sun- ys are weekly holidays, a school must meet on not less than 200 days includ- g the examination days, up-to ten days during the year being left at the iscretion of the Governors of schools for occasional and mid-term holidays. he holidays during the year total 12 weeks altogether, 8 weeks in Summer uly and August) and 10 days each for Christmas (December-January) and aster (April). Holidays are subject to local variations according to the dgment of the local education committees. For obvious reasons we cannot ccept the system prevailing in foreign countries which are based on principles ifferent from ours. In India as elsewhere holidays are connected with festivals nd closely associated with the social and religious life of our country. While ot ignoring their importance we cannot at the same time over-emphasize the eed of hard work and sustained effort on the part of our pupils and teachers. Our schools remain closed on Sundays and other Gazetted holidays. They re also closed on other occasions with the approval of the school committees r when the office of the District Officer is closed, subject to the condition hat the number of school/college meetings is not reduced below 400 thus giving is 200 working days. In addition to the above, there are two vacations (1) he Summer vacation from May 15 to July 7, and (2) the Christmas vacation rom December 24 to January 1 (which has now been discontinued as such) or in l about 8 weeks. In the hills, these dates have been modified according to ocal conditions, but the total period remains the same. These refer to High Schools and Intermediate Colleges both in urban and rural areas, the Junior High Schools and Primary Schools having smaller vacations of about 4 weeks only.

2. The recommendations of the Departmental Committee of 1948 which are given in appendix XII, were also examined by the Education Department of the Government and certain tentative conclusions were arrived at. These were as follows:

(*a*) The minimum number of working days should be 225 and the school year should consist of—

	Days
Holidays	50
Sundays	52
Vacations	38
Working days	225
Total	365

(*b*) In the higher secondary schools vacations should be observed fro 21st May to 30th June. The reduced vacation should not added to any other holidays.

(*c*) The last week of December should be utilised in social servic excursions, etc., which should count as working days. Suc activities cannot be successful unless they are counted a working days.

(*d*) For rural areas it will be necessary to reduce the number of othe holidays and observe instead a harvesting vacation for one wee after the 15th November in connection with the Kharif crops t be adjusted according to the needs of the area, and two week for harvesting in continuation with the holidays for Rabi crops.

(*e*) For hilly areas, the vacation as proposed above may be allowe during the Winter months.

3. The question had to be examined in all its aspects. The educationa programme has to fulfil many functions. It has to train the individual an inculcate in him respect for the rights of others on the one hand and grow crea tive faculties and critical appreciation on the other. It has to impart wisdo and not merely to teach subjects of study. Education has a purpose and is i itself a process, and therefore, in devising the educational programme, du emphasis has to be laid on the latter aspect and the importance of it should b made clear to the educational worker. The programme should be a balanced one from both the points of view, i.e. from the point of view of the teacher an as well as the taught. Too many short holidays are neither wanted from the point of view of our students nor of our teachers. It detracts them from thei study and the continuity of the development of understanding and thinking is broken to the detriment of both. From the suggestions and evidences that were before us, we are led to the opinion that short periodical holidays and vacations are genuinely required after a continuous long period of hard work. Ther again the teaching of various subjects to impart knowledge to our students and to test them by means of examinations or otherwise demanded more hour for teaching work whereas the training of responsible citizenship make everyone realise the importance of extra-curricular activities such as social service, manua work and physical training. Excursions to places of historical importance an of natural beauty and severe cold in the hills and heat in the plains stressed the need for a few long vacations as well. After examining all these aspects, the Committee decided that the following recommendations be made to Government in regard to holidays and vacations in the Higher Secondary Schools :

(1) That every institution should teach for at least 200 days or 400 meetings. There should not be more than 235 full working days including examinations and such extra-curricular activities as cannot be organised on holidays. But at the same time, it was pointed out that in the present set up it may not be possible to finish home examinations and other activities within a span of 35 days left beyond 200 days prescribed for the teaching work and to conduct the Board's examinations that are held in certain institutions. The Committee hopes that if the recommendations made by it regarding examinations were accepted by Government, the number of examinations would be reduced and consequently, there would be less strain on the institutions to provide invigilators and accommodation. If, however, there was still any difficulty, the Committee recommends that Government should increase the examination centres or take other suitable steps to overcome it. The Committee observed thatit was the function of the Education Department to see to it that there was adequate teaching in institutions and every effort should be made to face any difficulty that mighit crop up in the way.

(2) That the school session should commence on the eighth day of July every year. If that is, however, a holiday, it should begin on the following working day.

(3) That the national and cultural holidays mentioned below should be observed in every institution of the State for the number of days noted against them :

Name of Holiday	*No. of Days*
1. New Years Day	1
2. Guru Govind Singh Day	1
3. Republic Day	1
4. Basant Panchami	1
5. Shiv Ratri	1
6. Holi	1
7. Ram Navami	2
8. Bhagwan Mahavir Day	1
9. Good Friday	1
10. Budha Purnima	1
11. Shabe-Barat	1
12. Last Friday of Ramzan	1
13. Id	1
14. Raksha Bandhan	1
15. Janamashtami	1
16. Independence Day	1
17. Baqrid	1
18. Dasehra	1
19. Muharram	4
20. Birth Day of Mahatma Gandhi	2
21. Dewali	1
22. Guru Nanak Day	3
23. Barawafat	1
24. Christmas	1
Total	31 days.

(4) That summer or winter vacations, as the case may be, in the plains or hills, should be from six to seven weeks every year.

(5) That in addition, every head of an institution shall have at his disposal a number of days to be given or combined with the holidays keeping in view the following guiding principle—

That these vacations should be according to the local needs of (i) harvesting, (ii) seasonal festivals, and (iii) cultural traditions.

(6) That the discretion of giving holidays should vest entirely in the Head of an institution.

(7) That exclusive of recess, there should be a minimum of five hours tuitional work from August to March and four hours during Summer (morning school). The first Acharya Narendra Deva Committee recommended 5 hours 5 minutes duration, perhaps inclusive of recess period, (paragraph 11 on page 128 of their Report). The information collected from other States of Indian Union and countries abroad, however, gives a different reading. While in West Bengal the hours of daily work are normally 5 1/2, in Bombay State they are 4 in April and 6 in other months. In England and Scotland the working hours vary between 5 1/4 to 6 hours.

4. *Double Shift System*:—With the rapid growth of new schools in the rural areas as well as in the urban areas, the demand for Double Shift System has already weakened, though some of the schools which have an enrolment exceeding 1,000 are still holding their classes in double shift for obvious reasons. The Departmental Committee of 1948 was against this system and we agree with it for the simple reason that the advantages in the shape of the use of the same building and equipment are far outweighed by the disadvantages to the teachers and students such as inconvenient and shortened school hours, less games, etc. All schools running in double shift now should be given a reasonable time at the end of which they must revert to teaching in one shift alone, by reducing their enrolment if it should become necessary. Obviously permission should be refused to start double shift in all future cases.

5. *Time of Home Examinations*:—The Departmental Committee of 1948 was of the view that home examinations should end immediately before the public examinations start, all marking of answer-books, tabulation of results, etc. being done during the public examinations and new classes formed by the first week of April, except class XI which would be formed in July as heretofore.

In West Bengal, annual examinations are usually held in December and the School Final Examination in the first week of March. But there is already a proposal there to begin the school year immediately after the Puja holidays, in November so that the best part of the year—November to February—be utilized for intensive school work. In Bombay State, the annual examination is held by the middle of February and the new academic year commences from 1st of March. The annual examinations last from 7 to 10 days. In Scotland, Junior Secondary Schools have two examinations normally in November and May which usually last from 3 to 4 days, and the Senior Secondary Schools have 3 home examinations, the third being held in February. In addition, the Scottish Leaving Certificate Examination is held in March and extends over two weeks. In England ordinary terminal class tests are held and they last a week, while the annual examinations last for about 10 days. The school terms extend from 1st September to about 20th December, from middle of January to before Easter, and from the middle of April to the end of July.

In the State of Uttar Pradesh, three terminal examinations are held (paragraph 128 of the Educational Code), each lasting for about a week in October, January and April. In some schools monthly tests are also held.

It was decided, however, that home examinations should be held in May after which the schools should close for Summer vacation. The next session shall start from the 8th of July.

6. *Humanist and Moral instruction*:—What is needed today is a general recognition of the fundamental fact that (i) in the field of education, emotional, mental and moral growth is simultaneously to be aimed at for which an

intimate relationship between the teacher and the taught is absolutely necessary, and (ii) that the discipline of the body and the mind should come from within and not imposed from without. From this follows the inevitable conclusion that some kind of moral instruction should be imparted to the growing generation in our schools and colleges. The ancient view of education and religion was pre-eminently individual and necessitated an intimate relationship between the teacher and the taught. The teachers and their pupils usually lived together like members of the same family. In a social system, which was changing its shape continuously, it was no longer possible to maintain the old institutions on the same old basis. While accepting the need of paying attention to the differences between one man and another, it was not possible to ignore the new forces which came into operation from time to time. The society as a whole had to grow and, therefore, the task of uplifting a few had to be subordinated to the greater task of creating social consciousness and general uplift. General education had to be spread over a wider area affecting larger number of people, and this raises the natural question as to what the exact content of this moral instruction should be and which aspect of humanity it should emphasize. It is not an easy thing to determine either the nature or limits of moral instruction, because the term 'moral instruction' is liable to be interpreted differently by people holding different views and attitudes towards life. The fact that ours is a secular State, sets on us its own limitations.

7. Moral instruction can be imparted with some hope of success only by men with strong moral convictions and by those who lead highly moral lives in practice. The number of such men must ever be small, though whenever for political or economic reasons society needs leadership in the moral and spiritual field, it gives birth to great moral teachers and sometimes to founders of a new religion as well. These persons not only raise the general moral standard of the society but also represent the hopes and aspirations of the people and sublimation thereof in their expression. The same thing happened in our country and Gandhiji's appearance on the political and social platform of the country not only gave a new turn to the political and social life of our people, but also raised our moral and spiritual status in the eyes of the whole world. But apart from this, for a healthy training in citizenship and understanding of social problems it is essential that majority of our people are capable to understand social values and develop moral life. In this respect sometimes teachings of religious or moral instruction plays a great role. Other countries also have such provision in their educational programme. But we feel we cannot and as a matter of fact, should not look to others for guidance, even though religious education and moral instruction in Great Britain and Germany provide useful data to us. They had their own problems quite different from ours. They solved their problems in their own ways.

8. We had before us a large number of suggestions strongly in favour of some kind of religious education or moral instruction in our schools. Opinions varied in a wide range. We also took into consideration the recommendations of the University Education Commission and the opinion of the Committee of the Central Advisory Board of Education in India on Religious Education. The University Education Commission recommended that all educational institutions should start work with a few minutes for silent meditation and that lives of the great religious leaders be taught in our schools and colleges and also a study of selections of a universal character from the scriptures of the world be encouraged. The Central Advisory Board of Education in India has stressed that the fundamental importance of spiritual and moral values of life must be recognised in any scheme of education. From a consideration of the various suggestions and recommendations, the Committee came to this conclusion that the teaching of fundamental truths common to all religions and inculcation of a sense of religious toleration

is necessary, and that recognition has to be made of the fundamental importance of the spiritual and moral values of life in any scheme of education. Keeping this in view, we have arrived at a number of conclusions and have tried to suggest a few positive and negative steps for the improvements of social life of our students.

9. We must say that the day to day duties of the members of society to impart cultural and social education for the conduct of practical life to their children at home, where they alone are responsible for their up-bringing, cannot be over-emphasized and they must realise the risk involved in neglecting their duty towards these children. A greater part of this responsibility rests on the ladies, under whose guidance and influence our children up to the age of 13-14 generally remain, and who thus have a greater share in the shaping of these children. The society, as a whole, must develop a definite social outlook and a philosophic attitude on the life and things around it. It is the home that has to provide wholesome influence in this sphere on the children in their formative stage, but as that is not always available at present, the educational set-up must step in to save the child from a moral vacuum which so often results in moral deformity.

10. The Committee, therefore, recommends :

(1) That moral and humanist education should form an integral part of our education. Students must be taught the fundamental truths common to all religions. Illustrations of these fundamental truths should be taken from all religious and ethical movements with a view to emphasize their essential unity and to inculcate the sense of toleration among students.

(2) That the school should begin its work by an assembly of at least 10 minutes duration and a prayer selected by the Principal should be recited.

(3) That there should be a periodical discourse, say once a week or a fortnight, on a topic concerning moral and spiritual values.

(4) That the lives of founders of great religions of the world and moral leaders of humanity of all ages should be prescribed as rapid readers.

11. *Discipline and Good Manners*—It is a pity that our teachers did not fully take into account the new ideas which the changed and changing times had thrown into the world. It is a general complaint among teachers and guardians that our boys have become unruly and do not pay that respect to their elders which they are entitled to. Apparently, boys are held responsible for indiscipline and it is said that the teachers find it difficult to impart education in the existing environment of indiscipline. But the causes of indiscipline are many and they are not inherent in students alone. They must be sought for in the social and economic environment not only of the child but also of the society composed of the teacher, the taught and the guardian. The teacher in the present times, wrongly or rightly, has been reduced to a mere wage earner, ready only to pay in terms of knowledge to the extent he is paid in terms of money. To the student, knowledge is only a collection of information devoid of all reverence for it and thereby for its giver—the teacher. The guardian has nothing to do with either. The present day economic conditions are such as lead to frustration all round. The whole social structure has become exceedingly complex. We feel that in the situations obtaining around us, we cannot expect too much from either the teacher or the student. Both of them are hard-hit. The one is poorly paid and the other is poorly equipped. "The youth of today is a different being, living in a different mental and moral atmosphere. He needs to be understood correctly. The absence of this realisation generates tension. What is

wanted, therefore, is not a Trade Union attitude but a better, fuller and more sympathetic appreciation of the psychological and emotional make-up of the youths of today and adoption of educational measures to suit them and to get the best of them. This makes a new demand from the teacher". The way, however, in which the guardian is negligent of his duties towards the teacher and the child is highly deplorable and unless a realisation of this all-important fact dawns on us as a people, things must remain pretty difficult indeed. The teacher cannot be expected to give his best unless he is given a living wage, though it is inevitable that for better payment the teacher will have to satisfy the 'new demands'. We should also provide him with the necessary conditions of work—a good education, a good training, a good salary, and above all, respect and a position in society. This alone will ensure better and cordial relations between the teacher and the taught and lead the social order to a better equilibrium Discipline can be maintained only when the teacher is accorded greater respect. in society than what he receives today.

Another cause of indiscipline among students is the use of students' organisations for political purposes by political parties. We cannot compare the present-day conditions with those existing in pre-independence period. We are free, conditions in our country have changed, our responsibilities are different, our duties are new and we must act and behave in a responsible manner. In recent elections we have seen that students have been freely encouraged to abuse the most respected leaders of various political parties. This we very much deplore and emphatically declare that educational institutions cannot and should not be allowed to serve as arenas for political parties. Sometimes, teachers too having definite political convictions have used their students for their own ends. This too is to be condemned.

We cannot shut our eyes to another vital cause of indiscipline and that is the party factions in the management. Instances will not be wanting when the power politics and dissensions in the management have resulted in the closure of an educational institution for months, boys and teachers being used to fight each other for winning power for one or the other group in the management. Parallel institutions have been made to run in one and the same compound. We do not want to dwell at length on this sickening state of affairs in some aided institutions. What we, however, want to emphasize is that it should be the bounden duty of all those entrusted with the task of education to see that such things do not happen any more.

We also want to draw the attention of the Government of this State towards the absence of any corelation between the educational and the economic plan of the State. When the five-year plan was being prepared, it was generally expected that it will present a coherent and corelated picture of the various problems facing the country and ensure an all round political, economic and cultural advancement of the country in the near future. So far as its proposals for education and its development are concerned, they fall far short of what is needed. It is a patent fact that unless an individual's material ambitions are realised or are on the way to being realised, he is not likely to make a better use of his education and yet this seems to have escaped attention. The report does not reflect any clear- cut policy of the Government. This being so, it has resulted in creating dissatisfaction and frustration among different sections of society. We do not intend to talk here of frustration or dissatisfaction in the various other sections of society. We are for the moment concerned with these things so far as they affect the teacher and the taught. Dissatisfaction among teachers due to their low salaries has been the main cause of their negligence in their duty towards society. Uncertainty of future, leading to economic frustration, has resulted in rude behaviour of the students towards every body and much more towards the teacher with whom he comes in contact in his formative stage of life.

It is the teacher whom they expect to give them that kind of knowledge with which they would be able to carve out a successful economic career, and when they fail in this they are angry with him and with every one else. The fact of the matter is that the general education which we have been giving to our students, has been completely devoid of practical training or a vocational bias. That is to say, it is not corelated with their economic future. When there is a lack of sufficient openings after their education, the result will naturally be frustration. Both teachers and students are living in these unfavourable conditions and society does not seem to care for them. The teacher never receives that social status which he is entitled to because of his comparatively inferior economic conditions. The student never receives that sympathy which would have naturally flowed towards him, simply because no body is sure about his future economic career. Sometimes he is treated indifferently by his own parents because he does not happen to be in the position of guaranteeing an economic shelter to them in their old age. We have, therefore, recommended a better and effective coordination of general and technical education in a separate chapter. In order to remedy these defects and improve the existing state of affairs, the Committee makes the following recommendations for the consideration of Government :—

(1) That in order to secure a more intimate contact between the teacher, the taught and the guardian, it is necessary that students of each institution should be divided into groups of 20 to 30 and that each group be placed in charge of a teacher who will act as a tutor guardian to his group. The teacher will be required to maintain a register in which he will record his observations about them. As regards particulars to be noted, a specimen form for guidance is given in Appendix X.I'. At the time of assignment, care should be taken that, as far as possible, such a teacher is placed in charge of such of his students as live in his neighbourhood.

The Committee entertains the hope that the introduction of this scheme will be conducive to better discipline and better relations between the teacher, the student and the guardian.

(2) That institutions maintaining excellent discipline should receive some recognition of this fact from the Government.

(3) That occasional meetings of guardians and teachers should be convened, where cases of indiscipline may be discussed and remedial measures thought out.

(4) That there should be Students' Advisory Committees, where they may be considered feasible, to help the head of institutions in maintaining discipline and the Prefectual System should be introduced in educational institutions.

(5) That to improve discipline among students, it is desirable in matters of expulsion, rustication and corporal punishment to give the last word to the heads of institutions.

(6) That the prescribed ages for different classes in the Education Code under paragraph 96(*f*) should be reduced by two years in each case.

(7) That to inculcate a sense of dignity of labour and to impress the importance of social service, every student should be required to spend at least 40 hours in a year in manual work and social service according to a plan chalked out by his institution.

(8) Closely associated with the question of discipline in our educational institutions is the condition of sound development of body of boys and girls. One whole-time Physical Training Instructor should, therefore, be provided in every school which can afford to do so, and every teacher of a recognised institution should be made to undergo a short refresher course in physical training to be prescribed by the Department. Further, it is suggested that emphasis be given to the important subject of Physical Training-say up to the extent of 25 per cent. of the time devoted to other subjects.

(9) That school records giving a number of details about a student (e.g. academic attainments,conduct, participation in extra-curricular activities, health, etc.) should be regularly maintained in the schools by the Principal with the help of class teachers and a column for discipline and good manners should be provided in the scholars register. It is suggested that a copy of this record be invariably called for by the Public Service Commission or other appointing authority before making any appointment.

(10) That as the types of films, shown as a rule these days, exercise harmful influence on the student community, the following suggestions should be implemented to prevent the students from going to see such films as have an immoral effect on them :

(*a*) Construction of cinema houses in the vicinity of educational institutions should be prohibited by law.

(*b*) All film Censor Boards should be strengthened by getting more educationists on them.

(*c*) State Censor Boards should be established for a preview of all films to be shown within the territory of our State and negotiations with Government of India may be made to have power for not allowing shows of such films as have baneful effects on the morals of our students.

(*d*) There should be arrangements in every educational institution, as far as possible, for showing educational films.

(11) That there should be three classifications of films instead of two as at present, viz, 'A' for adults, 'U' for universal exhibition, and 'E' for educational. Boys and girls of less than 15 years of age, as a rule, should not be allowed to witness 'A' and 'U' films. Necessary steps should, therefore, be taken to enforce this by law.

(12) That cinema advertisements should be prohibited during school hours before the educational institutions and posters should not be permitted to be pasted on the walls of educational institutions.

(13) That the introduction of broadcast programme as already introduced by All India Radio with the approval of the Department of Education, Uttar Pradesh, should be further strengthened to give healthy information and instructions conducive to the growth of knowledge, better education and culture. Institutions are expected to take full advantage of these programmes specially designed for students and a check up may be made to ensure that every higher secondary school has a radio set and arrangements for its regular use.

CHAPTER VII

Better Management of Non-Government Institutions

Resume of the previous recommendations and decisions thereon:—The problem of improving the managements of non-Government aided institutions in Uttar Pradesh has been engaging serious attention of the authorities for a long time. As early as in the year 1937, the Government appointed a Committee under the Chairmanship of Sri J. C. Powell-Price to suggest ways and means to improve the managements of private institutions ; but owing to intervention of the second world war, most of its recommendations could not be given effect to. Persistent complaints against the managements of some institutions continued to come in and the Congress Government had to appoint another committee known as the Committee for the Better Management of Aided Anglo-Hindustani Institutions, in the year 1946. Its terms of reference were very wide and the Committee submitted its report in October 1947. The Government accepted certain important recommendations made by this Committee which were later on notified in the *U. P. Govt. Gazette*, dated 12th November, 1949. These recommendations covered a number of items like the Constitution of the Managing Committees, Selection Committees for the appointment of teachers, Regional Arbitration Boards, Regional Transfer Boards, Leave Rules, Tuitions undertaken by the teachers, maintenance of Character Rolls, imposition of Corporal Punishment to students and framing of Time-Tables.

2. Recommendations for the imposition of corporal punishment and framing of time-tables have generally been adopted in the institutions.The Regional Transfer Boards have been constituted but the number of cases submitted to them are insignificant and we are not aware of any transfers that might have been affected under its purview. The recommendations for the constitution of mangaing committees and inclusion of three nominees of the Government in them was resisted and the managements did not submit to the system recommended for the selection of teachers for their institutions. In a very large number of institutions the teachers are even now far from receiving the facilities of the leave rules as applicable to the Government services. The only important recommendation which has been brought into operation with partial success is the constitution of the Arbitration Board though its effectiveness has been greatly reduced by a number of handicaps.

3. The most important recommendation according to the views expressed in the Report of the Better Management Committee of 1946 was the inclusion of three nominees of the Government in the managing committees of this institutions. But for one reason or other this recommendation could not be implemented which unfortunately created an impressoin in the minds of certain managers of the private aided schools to entertain the view that the Government is either finding it impossible to select the right type of nominees or is fighting shy to exercise its powers to include its nominees in the managing committees of aided institutions.We wish that there should be no labelling of our educational institutions as good and bad institutions and managements but practical considerations of the situations obtaining to-day have led many managers to think that such a distinction is necessary and, therefore, any such inclusion of Government nominees universally in the managing committees of their institutions is not necessary. It is also stated that the desire to place these nominees on the managing committee is the outcome of unjustified mistrust of the bonafides of the managing committees. No Government would like to do this unless there is a real cause for taking such a step and this Committee would urge upon the managers and the managing committees of aided institutions to enlist public co-operation in a larger measure because in the existing circumstances new sources of income and donations from public philanthropists have to be

tapped not only because the old channels have, of necessity, dried up but also because the modern conditions of life and educational requirements are pressing for better finances for our aided institutions. Managements' insistence for the recognition by the Government of good managements is really commendable and we feel that good managements should be encouraged in all possible ways. But to curb the activities of mis-managed institutions and their managements, inclusion of 3 Government nominees would not be an effective measure. Something more effective and easily practicable has to be done. It is, therefore, recommended that well-managed institutions should not only be left unaffected by Government interference but should also be encouraged. For the institutions against which there may be persistent complaints of mis-management, we recommend that their management should be superseded and an Administrator with or without a small Administrative Committee be appointed for such time as Government may deem fit in public interest and in the interest of the institution itself. But this power should be used only after administering a warning to the management concerned and giving it an opportunity to offer an explanation. Preference should always be given to a non-official Administrator in cases where available. It is also recommended that when congenial atmosphere is created and persons from the public come forward to run the school properly, this administrative control of the Departament should be terminated. In this regard if there be need for legislation it would be welcome. As regards inclusion of the head of the institution and a teachers' representative on the managing committees of the aided institutions, it is necessary that the managements should accept the head of the institution and a representative of the teachers of that institution on the managing committee. The provision for teachers' representatives according to the recommendations of the last committee is fraught with difficulties and, therefore, we recommend that the teachers should be included by rotation on the basis of seniority and the length of service in that very institution. We do not make distinction among the teachers for this purpose on the basis of subjects they teach. Teachers' place in the institution is of primary importance and it is the teachers who are adversely affected by the mis-management of the institution. There is considerable strength in the teachers' demand for greater representation than what has already been provided. But at this stage we are of the opinion that one teacher-representative along with the head of institution will be able to support and safeguard the legitimate interests of the teachers.

4. (*a*) *Institutions managed by single Trusts and Mission institutions*—Before we proceed further to other items we wish to record our opinion about a number of schools managed by single committees. We also know that there are single Trusts, Boards or Managements who are running a number of schools very efficiently, and we have no intention to interfere with such Trusts or Boards. But the condition of such single managing committees in general has compelled us to express our opinion about them here. Mission schools scattered over wide areas in Uttar Pradesh have been governed under different conditions with certain advantages. The system did not require the formation of managing committees at each place where a school was situated and thus helped to leave the powers concentrated in the hands of a few Church dignitaries or missionaries and their trusted lieutenants. The church officials were usually foreigners and the local missions along with their religious and educational institutions were receiving financial support from foreign countries. These foreign church associations or missions were aiming at religious propaganda along with the spread of education in the State and these allied activities could best be run on uniform policy if directed from a central board on which no outside element was represented. This practice also helped to create as many posts of local managers as the schools to look after them on payment of handsome salaries. This highly undesirable practice continues even now to the great waste of school maintenance

funds. It may be noted that in some cases the salary paid to the manager far exceeds the management's contribution to the school fund during the year. The practice should stop forthwith.

Attempts have been made on similar lines by single managements to run a number of institutions. A committee of half a dozen members and in some cases about a dozen, often manages and controls about a dozen junior and higher secondary schools scattered in one or two neighbouring districts. As contrasted to the mission schools, there are no resident managers to supervise these schools and the management is located at the town or village of the manager himself who goes on tour of inspection when he finds time or considers it necessary to do so. Very often it is some relative of the managers or the members of the managing committee or the board or their nominee that has been appointed as the head of the institution. These institutions are suffering from serious mismanagement and the lot of the teacher and the student is sad, indeed. Equipment is insufficient, furniture is outmoded and improvised, library is stocked with undesirable and even positively harmful literature, qualified teachers are not available, and the conditions of service imposed upon the unsuspecting teachers coming from distant places are unfair and galling.

Whether these managing bodies are boards or trusts or managing committees of the common type, it is essential that they should fall in line with the other managements. Decentralization of their management is an urgent necessity. The management of multiple institutions should not be allowed to cover an area which it is difficult to control efficiently. It is, therefore, recommended that if schools more than one are managed by these Trusts or Boards in one and the same district or towns they can be managed by the same committee by having on them the Head and the teacher representative of the institution concerned. But if these schools are situated in different districts or towns under the same Boards or Trusts, they will ordinarily have to constitute separate committees for each district or town as the case may be. The Committees will hold their meetings in the same district or town in which the institution concerned is situated.

The question of the managing committees of the institutions governed by Trusts or endowments should engage the special attention of the Government and these bodies should be asked to make necessary amendments in their constitution to permit the inclusion of the head of the institution and a teacher-representative in their managing body as suggested earlier.

(*b*) *Constitution of the managing committees*—The Better Management Committee had suggested the managing committee of the school to have a maximum strength of 15 members, but we suggest that the tendency should be to limit the membership to 12 members or even a smaller figure with a view to greater cohesion in the committee and quicker despatch of the administrative business of the institution. The managing committees with larger membership than 15 should be required to select a smaller committee of 10 or 12 members to act as a managing sub-committee with the above ends in view. It is emphasized at the same time that the life of managing committees should not be as short as a year, as too quick and frequent elections defeat the objectives of efficient and stable management. It is, therefore, recommended that a school managing committee and its office bearers should hold office for a term of three years or so except for the teacher representative who should be for one year only on the Committee.

5. *Constitution of Selection Committees for the Appointment of Teachers*—Though the schools exsit for children, it is an universally accepted fact that no institution can work efficiently unless the teachers working there have the peace of mind and spirit, and are able to give their best in the delicate task of educatine the young. And these necessary conditions can be created only if the teachers enjo

the fixity of tenure and the sense of security in service. It is painful to remark that in good many institutions the interests of the teachers with regard to their appointment, increment, promotion and leave, etc. have not been safeguarded. The one most important factor responsible for this sorry state of affairs is the unfortunate attitude of the members of some Committees who very often consider themselves as the employers and the teachers as their employees. And, as if in answer to such an attitude, a counter tendency has also been visible among the teachers to bind themselves into an association on the lines of Labour Unions.It should be understood that an educational institution is not a factory or a workshop where the management and the teachers should band themselves into opposite camps actuated by the principles of capitalism on the one hand and trade union on the other, but an educational institution should be looked upon and fostered as a partnership which is to be run in co-operation and mutual good-will by the management and the teachers in the best interests of the development of the children entrusted to their care. While the question of increments, promotion and dismissal, etc. arise after the teachers have taken up the appointments in the schools, and irregularities concerning these points fall within the regulations prescribed in the Agreement Forms of the teachers and headmasters, the most important point from the view of the teachers is the initial appointment in the institution. According to the former Government notification dated 12th November, 1949, each institution was to have a sub-committee of 5 or 6 members for the selection and appointment of teachers and on this committee the head of the institution was to work as an ex-officio member, and one of the 3 nominees of the Government was to be a member and Chairman of the sub-committee. As a modification of this point it was decided by our Committee that the membership of the sub-committee for the selection and appointment of teachers shall be limited to 5 only, and the head of the institution should be an ex-officio member with a right to vote. It was further decided that all the posts will be advertised and applications received by the head in response to the advertisement or otherwise will be passed on to the head of the institution who will prepare a precis of the qualifications of the candidates and other relevant data and will enter his own recommendations against each applicant's name and will place it before the selection committee which will make appointments on this basis. Information about the selected teacher will immediately be sent to the District Inspector of Schools or the Regional Inspectress as the case may be. If he or she is convinced that an unqualified teacher has been appointed without adequate reasons, he or she should have the authority to refer it back to the Selection Committee for revision within three weeks. If the managing committee or selection board ignores to do this, it should be considered a fit case for the supersession of the managing committee.

Stability of Teacher's Service—In order to give a greater stability to the position of the newly appointed teachers in an institution, it is recommended that except in the case of leave arrangement or temporary or short term vacancy not exceeding four months, i. e. a vacancy on which a permanent teacher holds a lien, no qualified teacher should be given an officiating appointment, but he should be appointed on probation.

The terms of service of the teachers on probation are to be regulated by the terms of the Agreement Form which is to be executed between the management on the one hand and the teacher or the head on the other, but the managements have very often delayed the filling in of these forms. We strongly feel and recommend that the terms of appointment of service should be clearly laid down in the Education Code and they should be binding on both the parties, if necessary, by law, without the need of any written agreement. In case it could not be found possible, it was decided that the agreement by the management as one party and the head of the institution or the assistant master as the other party must be executed and completed within four months from the date of joining the insti-

tution by the teacher or the head. Though the absence of the Agreement Form duly filled and registered is no bar to the confirmation of the teacher if the probationary period is over, yet in the absence of the Agreement Form the appeal of the teacher or the head cannot be entertained by the Arbitration Board and, therefore, if such agreement is not entered into within the stipulated period, it should be deemed to have been completed as regards a teacher or a head and the responsibility shall lie with the management ; and in the absence of this written agreement the teacher or the headmaster shall not be deprived of his rights under the terms of agreement and further that he shall have the right to have his case decided by the Arbitration Board, if need for reference of the case to the Board arises.

Denominational institutions—The tendency to recruit candidates belonging to a particular caste or community or entertaining certain religious beliefs still persists in considerable strength with the managements of denominational or sectarian institutions, while similar considerations often govern the confirmation or termination of the services of a teacher or the headmaster. Sectarian alignments are known to have vitiated the atmosphere of an educational institution and blocked its progress. We, therefore, strongly recommend that the managing committees of all denominational or sectarian institutions should have on them at least one fourth of the total number of members belonging to other sects or denominations.

6. *Arbitration Boards*—The Arbitration Boards as framed under the Government order dated 12th November, 1949 have come into existence and they have started functioning, but with a view to expedite the working of these Boards and also to add weight to their decision it is felt that the awards given by the Boards should have greater force and quicker implementation. On the appeal having been made by the teacher or the headmaster, the managements concerned delay the submission of relevant papers with the result that months pass before the case is taken up by the Arbitration Board. Further, even after the award has been given, its implementation is delayed by the managements, if the award is against them, specially on the grounds of lack of finances. The Committee, therefore, recommends that the award of Arbitration Board must be implemented within two months of the date of the award, and that in all cases the decision of the Arbitration Board shall in every respect be considered final, and no objection of any kind under any circumstances shall be entertained against it; the parties will not be represented by Counsels before the Arbitration Board and the Government is requested to take steps to the effect that no civil suit shall lie before a court of law in matters decided by the Arbitration Board, and further that it should be the duty of the Education Department to see to its implementation within the stipulated period of 2 months. It is also recommended that the implementation of the award of the Arbitration Board shall be the personal liability of the members of the management. This recommendation has been made with full consciousness of its implications because we have unanimously felt that in the cases of wrongful and unjustified dismissal under paragraph 7 or removal of the teacher or headmaster under paragraph 10 of the Agreement Form without the approval of the District Inspector of Schools, it is not only the Manager or the Secretary, but all those members present and voting as a whole who are responsible for the action against the teacher, and, therefore, they should individually and collectively be made to bear the consequences of their action. The question of withholding the whole of the grant or withdrawa of the recognition as a result of the default of the management in honouring the award was dicsussed, but the Committee felt that in case any of these steps i taken by the Department, it is not the members of the managing committee who suffer, but the sufferers are the entire teaching staff and the students who leas deserve the stoppage of payment of their salaries or the dislocation of their studies It is strongly hoped that the members of the managing committee will realis

their responsibility before taking hasty, irregular and unjustified action under paragraph 7 or 10 of the Agreement Form, and that the necessity for the operation of this recommendation will rarely arise. In case of default on the part of the managing committee, the Department of Education should deduct at the source from the maintenance grant of the institutions the amount payable under the award to the teacher or the Head. In case the management refuses to implement the award with regard to the reinstatement of the teacher or the Head, the Department should continue making the payment of the usual salary to him out of the maintenance grant till the award is implemented.

When the managements undertake to obey and observe the rules and regulations of the Education Code and circulars and notifications issued from time to time by the Department, they by implication undertake to honour the awards of the Arbitration Boards also, yet in order to emphasize the sanctity of honouring the awards by the managements it is recommended that every institution in receipt of Government grant shall undertake specifically to implement the award of the Arbitration Board and similarly every institution applying for the Government grant at the preliminary stage shall give such an undertaking on similar lines.

7. *Finances*—The two main sources of the income of the aided institutions are the fees from the students and the grants from the Education Department. It has been noted that in many cases of the old established higher secondary schools no endowment worth the name exists and the managements when approached to build up the prescribed endowment express their inability to do so in these hard times. The subscriptions from the members of the managing committee are not regularly and fully realised and, therefore, the management's contribution towards the finances of the aided institutions has been dwindling. The recent abolition of the Zamindari and the onset of the economic depression has greatly reduced their chances of receiving donations, and the managements are, therefore, hard put to making both ends meet. As a result, the annual increments of the teachers have been withheld, and even the senior teachers of long standing who are receiving high salaries are looked upon as a financial burden to be got rid of at the earliest convenient time. The Department has already prescribed maximum rates of tuitional and other authorised fees that can be charged from the students, but the claim of the managements is that under the present adverse financial circumstances it is not possible for them to meet the growing expenditure of the institution without any elasticity in their income. It is urged by them that as a first step towards allowing financial relief to them the full additional amount required for paying the annual increments to the teachers should be paid to them by the Government as a legitimate item of expenditure as shown in the manager's return. This relief seems reasonable and we recommend that this claim should be met by the Education Department. The present system of assessment of grant should be revised as it has gone out of date. System of Block Grants should be introduced in respect of institutions of standing of ten years or more. It should be assessed on the basis of last five years actual and further five years probable income and expenditure. Grants will be paid quarterly as at present. For institustions of less than ten years standing the present system of annual assessment should continue.

8. *Tuition fees*—The managements also demand that the Department should prescribe not the maximum but the minimum tuitional andother fees chargeable from the students as a means of improving the schools' finances. Unless the economic condition of the middle and lower middle classes improves, any attempt to increase the rates of fees is likely to create extensive disturbances which will not be conducive to good discipline and efficiency in tuitional work in these institutions. Moreover, to suggest the fixing of minimum rather th n the maximum rates of fees smacks of commercialisation of education as the managements may be encouraged to charge as much fees as the guardians of the

students attending the institutions can afford. This monopolistic practice has no justification in the field of education. This practice if adopted will result in divergent rates of fees charged in different institutions even in one locality, and the rates are likely to be greatly different between the rural and urban schools. In a locality with two or more schools competition may tend to keep the rates low but this check will be inoperative in the rural areas, where a particular locality may have only one school of its kind ; and therefore, this concession to managements claim will very often be misused to the detriment of educational expansion. Moreover any increase in the tuitional and other fees will run counter to the intention of the Government to make education cheap, as is evident from the present practice of letting the scholars of Intermediate classes pay rupee one per month less than their prescribed fees and Government compensating the management in full for this loss in fee income. But this is also true at the same time that at the altar of cheapness, quality of education cannot be sacrificed. It is most unfortunate that our people do not appreciate the importance of education in the life of their children and it is greatly neglected by them. They pay higher prices for so many commodities which have no cultural or ethical value in their daily life, but greatly resist a higher expenditure for better education. We expect that the guardians and the public philanthropists will appreciate the importance of better education to their children and gladly come forward for the better finanical organisation of the educational institutions. It is our feeling that some elasticity should be made towards charging such fees as are charged these days or may be warranted by the practical consideration of the circumstances. The fees charged must be properly accounted for. To improve the financial condition of the aided institutions, certain ways were suggested in the committee, and it was finally agreed that a 'Development Fee' of annas 4 per mensem in classes up to VIII, of annas 8 per mensem in classes IX—X and of annas 12 per mensem in classes XI—XII be charged towards a fund to be known as 'Development Fund' for the betterment of the institution. This additional income shall be mainly spent in giving increments to teachers or development of buildings or for providing better equipment to the school. It was also decided that a consolidated fee of not more than annas 4 per mensem for the teaching of practical subjects excepting Science, irrespective of their number, may be charged in classes IX and X in those institutions where practical teaching is actually done in those subjects.

Admission fee—The question of charging Admission Fee was also considered and it was agreed that no such fee should be charged in secondary schools.

Other fees and their account— In spite of clear and definite instructions from the Department, managements both in the remoter regions of the State and the central places continue charging excess fees from the students and the guardians of the children are compelled to pay this levy realized under various garbs. We are strongly of opinion that every pie coming from the students by way of fee or any other contribution must be properly accounted for and managements not maintaining proper accounts of such income should be considered mis-managed institutions. The Degree Colleges with which are attached the Intermediate sections seem to be the worst offenders in this respect and the institutions for girls carry the palm as they are most advantageously placed without contesting rivals. Even at the time of admission the guardians are compelled to pay towards the building or other funds as 'voluntary donations' though in reality these payments are in the nature of exactions from the over-anxious parents to secure a seat for their wards at the rush time.

9. The managements are performing a very useful function by running the aided schools and it is expected that they will continue to make efforts to raise subscriptions or donations for the noble cause of education. It is common experience that with some sincere efforts on their part the service-minded and progressive managements do succeed in periodically collecting sufficient funds not only to balance the budget but save something for the construction of building and supply

of equipment. It is,however, recommended that in case of urgency the managements of the institutions may be given the right to borrow from the several students' funds, money required to make the timely payment of the teachers' salaries and return that money so borrowed back to these accounts as soon as they are in receipt of funds but latest by the end of the financial year. The point of view, however, that the savings from the Games fund, Reading room and Library account may be transferred to the maintenance account is untenable. It can, however, be accepted that any savings from the examination fee should be transferable to the maintenance fund of the school.

10. *Endowments*—At the time of applying for recognition for several stages the managements undertake to build up the endowments for the schools but once recognition has been granted, this undertaking is usually forgotten. Though during the last year or two, greater importance has been attached to the building up of the endowment before granting recognition to the junior high schools, many of the higher secondary schools which obtained easy recognition in recent years are without real and prescribed endowments. Similar instances are available among the old established institutions also though some of the old schools are really richly endowed. But the point which seems to agitate the managements is the futility of attempts to build up rich endowments if this accumulation leads to increase in the managements' contribution and to that extent reduces the Government grants. As things stand, the institutions with little or no endowment show lower income relatively to their expenditure and thus seem to receive proportionately higher maintenance grant. It appears to be like putting a premium on dis-regarding the undertaking regarding the building up of the prescribed endowment fund. Fairness should lie in making the unendowed or inadequately endowed schools feel the disadvantage and encouraging those institutions which have the prescribed endowment. But things are really not so indiscriminating. At the first stage where the managers' returns are received, the income side is inflated by calculating interest at the normal market rate on the minimum endowment prescribed for that type of institution and thus the advantage which such institutions seem to gain is counteracted. However, to enable the other category of schools to have some return for rich endowments it is proposed that institutions having more than the prescribed endowment should be allowed to transfer any extra income from endowment in excess of the minimum endowment limit to their development fund, and thus the income side of their managers' returns will not be unduly augmented and they will not suffer. This excess income can be utilised as managers' share towards the utilization of the conditional grants sanctioned by the Department for furniture, library, equipment, commerce, science, crafts and building purposes towards which they have to contribute a sum equal to the amount sanctioned by the Government.

11. *Exemption from payment of income-tax on donations*—To encourage and facilitate the raising of endowment it is recommended that donors of educational endowments should be exempted from paying income tax on their donations.

12. *Transfer Boards*—The constitution of the Transfer Boards has been provided under the recommendation of the Better Managment Committee and accepted by the Government, yet these boards are likely to remain of doubtful or limited utility when they start functioning. The teachers usually seek and secure employment in the native district and after serving an institution for a few years come to entertain affection for and identity of interest with it. They are least anxious to move, lest their children be deprived of the educational facilities enjoyed in that locality. An experienced teacher acquires some good-will and can secure remunerative tuitions at the old place but this advantage cannot accrue to him in a new place. Social contacts and personal and family affiliations have high value and act as deterrants to mobility on the teachers' part. Even if both the management and the teacher want to part company, it is extremely difficult to bring about

the double co-incidence by seeking out another management willing to accept the teacher with his qualifications, grade and pay and at the same time parting with another teacher of his school with more or less similar merits and emoluments who might be equally acceptable to the former management. But we do not want to give up this experiment under the scheme of Transfer Boards for these difficulties and desire to retain this scheme to be tried for some time more, and transfers under its purview effected where possible or deemed necessary. In this connexion it appears desirable to state that a teacher should not be appointed on being transferred to other school or joining other school of his own accord on the lowest scale of his grade and the rule on the point, if any, should not be mandatory. But in any case he should not get a higher salary at the place of new appointment than what he was getting at the previous institution.

13. *General Observations*—The more salient points concerning the improvement of the managements of the aided higher secondary schools have been considered and fresh suggestions or modifications have been made to the recommendations of the Better Management Committee as accepted by the Government. It need hardly be reiterated that the recommendations dealing with Leave Rules, Tuitions, Character Rolls and framing of the Time-Table as notified by Government should not be permitted to remain on paper only but necessary and early steps be taken to have them universally adopted. We confidently hope that the recommendations made by us will find early practical shape. The teachers are gaining consciousness of their position in society and gathering strength in their solidarity. The public is also more sympathetic towards their legitimate demands and more appreciative of the part the teachers can play in the regeneration of the nation. If an improvement in the managements of such educational institutions as are not appreciative of their duties and responsibilities secures to the teachers the sense of stability and security of service and continuity of reasonable congenial conditions of work and living, there should be marked improvement in the general standards of institutions, teachers and students alike. It is strongly hoped that the Government will help such managements to put their house in order and make a worthy contribution to the sacred task of this important nation-building activity of educating the future citizens of our State.

14. *House allowance or free house to heads of institutions*—If any house allowance or house accommodation is provided for the Head of an aided institution as is permissible in Govern ment schools, it should be regarded as legitimate xependiture for the purposes of calculating Government grants and should not be subject to audit objection.

15. We also recommend that Paragraph 358 of the Education Code—Foot note I which runs as follows:—

> "No teacher should be employed in a school or an Intermediate College and or Degree College, who is related to any member of the managing committee or the Headmaster or the Principal without the previous approval of Government."

should be amended so far as it relates to High Schools or Intermediate Colleges. The words"without the previous approval of Government" should be deleted and that the rule should be made invariable in its application.

CHAPTER VIII

TEXT-BOOKS

Present system for selection of books of classes IX to XII—There are two different agencies to control the work of production and prescription of text-books for secondary schools. Text-books for classes IX to XII are approved by the Board of High School and Intermediate Education, Uttar Pradesh and those for classes I to VIII are approved by the Director of Education, Uttar Pradesh, who is assisted in the work by a separate Officer placed on Special Duty for the purpose. Books for classes IX to XII are approved by the Board under the statutory powers given to it by the U. P. Intermediate Education Act II of 1921. Section 7 of the Act confers on the Board the power to prescribe courses of instruction for the Intermediate and High School classes, and under Section 14 of the Act, this power is exercised by the Committees of Courses appointed by the Board under Section 13(i) of the Act. There are 35 such Committees and each Committee generally consists of 5 elected and two co-opted members. Some of the smaller Committees have only five members in all. Each Committee of Courses lays down a syllabus in the subject with which it is concerned and recommends or prescribes suitable text books in conformity with that syllabus provided that not more than half the course in a subject for an examination is changed in any year. Each Committee ordinarily meets twice every year, in the months of October and February, and draws up courses three years ahead of the examinations for which they are intended to be prescribed. The draft courses proposed by the Committee are circulated among the members of the Board and sent to the Curriculum Committee. Any observations made by the Curriculum Committee or by members of the Board in regard thereto are communicated by them direct to the Convener of the Committee concerned before the end of August in the same year. At the October meeting the Committee makes a preliminary selection of text-books for the draft courses to be issued by the Board in the ensuing year and at the February meeting makes a final selection of the books to appear in its approved courses. The courses as finally approved by the Committee are submitted along with the observations of the Curriculum Committee to the Board at its annual meeting for final approval and publication in the Prospectus which is issued not less than 2 years before the date of the examination for which the courses have been prescribed. If the Board is of opinion that a recommendation made by a Committee of Courses requires reconsideration it may refer the matter back to the Committee, and the matter is finally decided after considering the views of the Committee upon its reference. At present books are invited and submitted in all the subjects. Eight copies of the books are submitted by the author or the publishers, 7 of which are sent to the members of the Committee of Courses and the 8th copy is kept in the Board's Library for future reference. Hardly 2 months time is given for the submission of books. Books are recommended or prescribed according to the sweetwill of these Committees. There is no method of getting them re-viewed by experts in the subjects or even looked through by the Secretary of the Board or any other Officer competent in the particular subject. No fee is charged from the publishers or authors for the submission of their books for consideration nor is any remuneration paid to any body for reviewing the books. Text-books specially in languages namely Hindi, English and other modern and oriental languages are prescribed and they remain on the Prospectus for at least 4 years. In other subjects the books are mostly recommended and the heads of institutions are given a free choice to select any book for their institutions. It is not necessary for us to describe in detail the procedure laid down for the selection of text-books for the use of classes VI, VII and VIII.

2. *Defects of the present system*— The present system of selection of text-books by the Board of High School and Intermediate Education has been found

unsatisfactory and has been severely criticised in almost all quarters. Even those who are in favour of prescription of text-books and do not approve of the idea of giving a free hand to teachers in the matter of selection have made adverse comments on the existing method of selection. The Committees appointed for prescribing courses of instruction for classes IX—XII are not expert bodies. All the members of a Committee are neither teachers teaching the subject with which that Committee is concerned nor are they experts in the real sense of the term. Moreover, these Committees do not go through minutely and critically all the books submitted to them for review. It is also stated that sometimes very short notice is given to produce a text-book. The present practice of giving two months' time for the submission of a book is quite unsatisfactory. It has been urged before us by some witnesses who can speak with authority that the production of any standard text-book should take at least three to five years and that each unit ought to be considered as a whole in the preparation of textbooks. It is only after methodological and pedagogical experiments have been conducted by experts who know the job that a really good text-book can be produced. As regards the review of books submitted for selection, the general complaint is that insufficient time is sometimes given to review as many as 60—70 books with the result that proper reviews with constructive suggestions are simply out of question. Again the publishers are not supplied with a copy of the reviews so that they could profit by the observations and comments of reviewers. The reviews are also not published for general information and criticism.

3. The District Inspectors of Schools and Principals of Higher Secondary Schools are almost unanimous in their opinion that some of the text-books are not suited for the mental equipment of the children for whom they have been written, while others have failed to impart the particular bias intended for that group. There are also printing errors and mistakes of facts in some of the prescribed books and no attempt is made to remove these errors and make the necessary corrections.

4. Another general complaint is that text-books are changed frequently without due regard to the interest of students and more often for considerations which are non-academic. It is thus apparent that the system in vogue has not worked satisfactorily to yield the desired result. In consequence many good books have not been selected while, often enough, unsuitable books have found a place in the prospectus.

5. *Suggestions for improvement*.—There is no doubt that the present system admits of considerable improvement if it is decided to retain it. One of the views expressed before the Committee was that the Government should itself undertake publication of text-books, as far as possible. Obviously this method of preparation of text-books has certain advantages. In this manner supply of cheap and good books of the requisite standard can be ensured. But we are told by responsible persons that it will not be possible for the Government to undertake it. Besides, it is not desirable that we should have the same text-books for the entire State. In the absence of competition the standard of Government publications will tend to deteriorate. For these reasons we do not in the present circumstances support the view that the Government should become the main publisher of text-books.

6. Another view which has secured a large measure of support is that no text-books should be prescribed in any of the subjects covered by the school curriculum pertaining to classes IX— XII. Only detailed syllabus should be laid down for each subject with the help of experts and senior teachers who are actually engaged in teaching the subject and the heads of institutions should be left entirely free to choose the books which best suit their purpose in consultation with the subject teacher or teachers. The publication of school-books should be entirely in the hands of private publishing firms. It is argued that when no books

are prescribed, standard books will grow out of the free competition in the market. The publishers will themselves supply teachers with the books they bring out and thus the teachers will not experience any difficulty in having access to new books.

7. It has been brought to our notice that in the Punjab (India) such an experiment is being tried in certain selected schools and that no complaints have been received which may go to show that the right has been abused by teachers or the discretion has not been wisely exercised.

8. There are others who would like us to proceed with caution and will, while allowing the teachers to select their own books, require us to recommend a few properly produced books as a help and guidance for them. This proposal has the approval of the Committee. These books will have to be selected with great care and will have to be decidedly the best on the subject. They will fully cover the syllabus and will also indicate the standard to be achieved in that subject. But the teacher will in no way be bound to restrict his choice to the books entered in the list. He will have perfect freedom to make his own choice, it being remembered that the list supplied to him is only by way of help and guidance. The ultimate responsibility for the selection of books will rest with the Heads of schools and it is expected of them that they will exercise proper care and make a selection only from standard and graded books available in the market. It is also hoped that they will bear in mind that, in other countries, this responsibility is discharged by teachers and that they have acquitted themselves well. The Ministries of Education in the United Kingdom and U. S. A. do not in any manner interfere with the free selection of books.

9. The Committee is also of opinion that the proposal to make the teachers responsible for the selection of text-books will develop in them a sense of individual responsibility which is lacking at present. The abolition of the system of prescribing text-books will also encourage enterprising publishers to bring out new and better books. The Committee would like it to be widely known that these books should be provided with suitable appendices and indices, that their production should be satisfactory and that their prices should be reasonable.

10. The Committee is also of the opinion that efforts should be made to encourage the formation of special societies and associations, as is the case in the United Kingdom and U. S. A., for the production of standard and graded books in different subjects.

11. The committee also recommends that a book once selected should not be changed for a period of at least three years, unless material alterations and changes have been made in the syllabus of the subject.

12. When all is said and done, the Government cannot divest itself of its responsibility to see that only standard books are being used in schools. It has also the responsibility to see that there is no dearth of standard books in different subjects in the market and whenever it finds that a suitable book in any particular subject is not available, it has the duty to supply the deficiency. In such a case eminent authors should be invited to submit books on particular subjects written in accordance with the criteria laid down. Sufficient time should be allowed for the preparation of such books. Monetary rewards proportionate to the size of the book and the nature of the subject as determined before-hand should be given to the writers of the best books. The number of awards should not be less than three and may be more, if either a large number of books is submitted or if several of them attain a high standard. In particular, such books may have to be prepared on Indian History, Civics, Geography and Indian Economics. But it is not suggested that the printing of such books should be undertaken by the Government, for it should not be difficult for such authors to find good publishers. It should also be remembered that such a book will not necessarily occupy a higher place than others and that the heads of institutions will be under no obligation to prescribe it.

CHAPTER IX
SUMMARY OF RECOMMENDATIONS

RECOMMENDATIONS ON SYLLABUS—CHAPTER II

1. Hindi with Sanskrit at this stage should be compulsorily taught all through the four years course. There should be two papers carrying 35 marks each for Hindi and one paper carrying 30 marks for Sanskrit. It should be necessary to secure pass marks in Hindi and Sanskrit separately. (page17, para10 (b)

2. A modern Indian language other than Hindi as given in the VIII Schedule of the Constitution or a modern foreign language should compulsorily be taught at the higher secondary stage all through during the four years' course. (page 17, para 10 (c)

3. General Knowledge should be taken out of the curriculum as a prescribed subject. There may not be any limited prescription of a limited number of topics and a prescribed course in General Knowledge. (Page 17, para 10 (d)

4. Mathematics should be made compulsory in the first two years course and optional in the last two years course for boys, i.e. it will be optional for only girls in the first two years of the higher secondary stage. (page 17, para 10 (e)

5. Home Science should not be allowed to be offered by boys and should be made a compulsory subject for girls all through the four years' course of higher secondary schools. (Page 18,para 10 (e)

6. There should be six subjects in all for the first two years' course and five for the last two years' course of the higher secondary stage.(page 18, para 11)

7. Provision should also be made for the examination of students in one or two additional optional subjects to enable a student to offer them beyond six or five subjects already offered by him, as the case may be. Additional optionals will also include languages other than those compulsorily offered by him.(Page 18, para 12)

8. Special care should be taken of the aptitudes of the students offering the optional subjects at this stage and facilities for educational guidance should be provided, as far as possible, all over the State at an early date. (Page 18,para 13)

9. The sub-division of subjects into main and subsidiary which has led every body to so much confusion should be done away with. (Page 20, Para14 end)

10. Greater care should be taken in granting recognition to schools for teaching one or more subjects of the Commercial, Agricultural, Aesthetic, Pre-technical or Constructive and Scientific groups and generally not more than one type should be allowed to combine unless the authorities have fully satisfied themselves, that the schools concerned have sufficient provision of staff, equipment and finance. Recognition in these subjects should be given to schools in particular areas based on the need of that area. (Page 20, para 15)

11. No institution should be allowed recognition to teach Agriculture unless it has 10 acres of land for imparting practical training in Agriculture and full equipments required for an Agricultural School. Further, students desirous of taking Agriculture in the last two years course (XI—XII) should take the Scientific group of subjects in the first two years course (IX—X) or, as suggested now in this report, the Agricultural group of subjects from the very beginning. (Page 21,para16)

12. It is very necessary to change the syllabi of Basic Primary and Junior High Schools because without this being done, co-ordination between the courses of study in the Junior High Schools and the Higher Secondary Schools will not be possible. (Page 21, para 17)

13. The College of Home Science for Women at Allahabad needs much more proper arrangement of trained personnel, equipment, building and library ; and methods of teaching the different subjects should be properly improved.(Page 22, para 18)

RECOMMENDATIONS ON TECHNICAL EDUCATION—CHAPTER III

1. The technical schools should give a modicum of general education with special techincal courses. This general education should be broad in conception and be designed to foster co-operative spirit and build corporate life among students. Without such arrangements, technical education cannot attract and cater for sufficient number of students.(Page 24, para 9)

2. The Committee reiterates the recommendation of the first Narendra Deva Committee that in principle all schools irrespective of their type and character should be administered by the Education Department. But if on account of some practical difficulties the Government do not find it possible to transfer the control of technical schools immediately to the Education Department, it could do so in course of time. (Page 25, para 12)

3. A Board should be appointed for purposee of co-ordination between the Industries and the Education Departments, and the Ministry of Education, the Ministry of Industries and the Industrialists should be represented on that Board. (Page 25, para 12)

4. Whether the control of technical education is immediately vested in the Education Department or not, in any event, it is necessary to create an efficient technical service at all stages.(Page 25, para 13)

5. Before deciding the location and types of technical institutions to be opened an industrial survey of the State should be made for determining their geographical location and the relevant information or the reliable data which the Industries Department is in a position to supply, should be utilised for it. (Page 25, para 14)

6. There is need for opening more schools of technical or constructive type, and it is advisable to convert many of them into Polytechnics giving training in two or more crafts connected with the economic life of the locality. To begin-with there should be one polytechnic in each district.(Page 25, para 15)

7. (*a*) Arts and Crafts should be taught in the Basic Primary Schools as is done today, but more emphasis should be laid on the practical side of constructive subjects at the junior high school stage.(Page 26, para16(a)(b)

(*b*) After the junior high school stage, there should be separate institutions for vocational or occupational subjects.(Page 26, para 16 (c)

(*c*) There should be adequate provision for higher technical or vocational training.(Page 26, para 16 (d)

8. The diplomas and certificates should be awarded by the Board of Technical Education (comprised of representatives of Industry, Labour and Departments of Industries and Education) in co-ordination with the Board of High School and Intermediate Education, unless the Government of India take upon them-selves the work of regulating it through the National Trade Certification Board.(Page 26, para16 (e)

9. Constructive subjects taught in the higher secondary schools should be such as would encourage interest in practical things and would not entail heavy equipment or expenditure. The choice of subjects of study should be based, as far as possible, on the economic conditions and modern requirements of trade and industry and should enable a student to go in for higher general or technical education, according to his choice after the first two years' course. Page 26, para 16 (f) & (g)

10. The students in the Industrial or Technical Schools should not be charged any tuition fees. They should be put on wage system fixed according to their efficiency in training and production.(Page 26, para 16 (h)

11. The syllabi of constructive subjects for higher secondary schools and of technical subjects in the institutions run by the Industries Departmenr should be revised in the light of the principles discussed in chapter III of the report.(Page 26, para 17)

12. The courses of varied durations in the Technical Schools under the Industries Department should be re-organised on the basis of 2 and 4 year duration, and the minimum educational qualification for admission to the first year of the junior or 2 year course should be junior high school or VIII class pass except in case of production centres where this limit need not be prescribed. (page 27,para 22)

13. Training courses for technical teachers should be re-organised and conducted in co-operation with the Government Training Colleges, Lucknow Allahabad and Banares, and if necessary, with the private training colleges at Gorakhpur and Meerut. (page 28, para 23)

14. The staff engaged in the Constructive Training College, Lucknow, should be given a refresher course at the specialised institutions maintained by the Industries Department at Lucknow, if deemed necessary, rather than setting up independent training institutions for technical teachers.(page 28, para 23)

15. Hindi, one other modern Indian or foreign language and Science, Physics and Chemistry—should be included as compulsory subjects in the junior technical courses. The standard in these subjects should be indentical with that prescribed for High School examination. No subjects of general education should be included in the courses of the senior technical classes. (Page 28, para 24)

16. Parity in training and proficiency in constructive subjects in the high school classes with that obtaining in the junior technical schools be aimed at. (Page 28, para 25)

17. Full facilities should be allowed for the migration of students between the higher secondary and technical schools after two years' training to the 1st. year of senior technical or class XI of higher secondary schools as the case may be. (Page 28, para 26)

18. A refresher or revisional course of about 4 months' duration should be arranged in the first year of the senior technical schools to enable the students coming from the higher secondary schools to catch up with the trainees passing out of the junior technical schools. (Page 29, para 27)

19. The right of girls to offer any constructive subject of their choice is admitted and on principle there is nothing to prevent girl students from learning Spining and Weaving, Wood-work and Light Smithy, if adequate provision is made for tuition and training in their schools. But there are subjects specially suited to their tastes and temperaments in addition to these in which they can obtain equal proficiency with the boys. Arrangement for tuition and training in these subjects, should therefore, be made in their schools. Such subjects are Bookcraft, Tailoring, Embroidery, Laundry work, Needle work, Dyeing and Printing, Applied Home Science, Fruit Preservation and Canning combined with the preparation of soaps, oils, polishes, tooth powders and cosmetics, stenography and Dairying. Shop Assistants' training will be admirably suited to the needs of girls only if provision can be made for it in any school. (Page 29, para 28)

20. Metal crafts, Ceramics and Industrial Chemistry should not be taught as constructive subjects in higher secondary schools. (Page 29, para 29)

21. Recognition to higher secondary schools in constructive subjects should be given only on provision of qualified staff and necessary equipment. (Page 30, para 32)

22. Crafts other than Commerce and Agriculture included in the present group C should be retained for their educational value and be treated as equivalent to one optional subject. (Page 30, para 33)

23. The higher technical colleges should be provided with facilities for Industrial Research on a co-operative basis. Competing firms in an industry should combine together to carry out the research on problems common to all of them and make suitable monetary contributions. (Page 31, para 34)

24. Provision should be made for minimum suitable Settlement Grants or loans to deserving students passing out of Technical Schools, for the purchase of equipment, tools, raw materials etc. (Page 31, para 35)

25. Facilities for the Factory training of deserving students passing out of Technical schools should be provided by the State Government. (Page 31, para 35)

26. Where separate technical schools for girls do not exist, separate hostel accommodation should be provided for them in the existing schools for boys. (Page 31, para 35)

27. Existing defects in the working of *Continuation Classes* should be removed and that the classes in particular crafts should be started in only those institutions which are the local centres for the particular industries of the town or area concerned and which are also recognised by the Intermediate Board for those particular subjects in the Constructive Group, so that the requisite equipment for the several crafts taught there can be utilised for the Continutation classes also. There should be a well-defined course of study for each subject to be taught in these classes, probably on the lines of the training provided in Industrial schools. Also a certificate should be awarded to the trainees after holding a regular examination and these certificates should be considered equivalent to those awarded by the Industries Department for similar proficiency attained at their own schools (Page 33, para 36 (f)

28. For a better co-ordination of General Education with Technical Education some sort of special class of one year's duration should be started with a view to making up the deficiency of general education in boys desirous of coming over from the technical to the literary schools after finishing their 2 years' course. (Page 33, para 36 (g)

Recommendations on aptitude and guidance—Chapter iv-a.

1(a). Before Guidance can be put on a barely acceptable basis, not to talk, of a proper scientific basis, it is absolutely necessary that the following tests should be constructed and standardised as soon as possible (Page 36, para 5)

(i) The Hindi adaptation of the Stanford-Binet Test of Individual Intelligence. It has already been prepared by the Bureau of Psychology, Allahabad, but needs to be throughly standardised.

(ii) Group tests of Primary mental abilities, particularly "F", "K", "V" and "N".

1(b). Considering the vast magnitude of the work of placing guidance work on a proper scientific basis, it is essential that side by side with the strengthening of the Bureau of Psychology, Allahabad, all agencies in the State which are able to contribute in this direction should be mobilised. In particular, University Departments of Psychology and Education, Degree Colleges and other institutions which possess facilites for psychological test-construction on scientific lines, should be invited to co-operate and to make their contribution in this direction. (Page 36, para 5)

2. Psycholgical Centres in every district should be established, though with our rapidly expanding education, the problem of providing an educational psychologist for at least every big school may very soon arise. A step in this direction has already been taken by Government by establishing psychological centres in the five educational regions and it is proposed to multiply these as and when trained personnel become available and funds found for the purpose. (Page 36, para 6 (1)

3. Training of personnel needed for the expansion of psychological service in the State is to be taken up immediately, for without large number of properly trained personnel, guidance work must remain beyond the reach of the majority of school children. (Page 37, para 6 (2)

4. Besides, if it is decided to extend the guidance activities to a large number of schools as suggested before, another comparatively elementary type of training for a smaller period and of a more general type, will be necessary. At least one teacher from every school will have to be so trained, in order that guidance for all pupils in that school may be effectively organised in consultation with the psychological centres, the preliminaries being all worked out by the school itself.These teachers shall be given a short-term training course for a period of three months at the Bureau of Psychology, U. P., Allahabad, or in other suitable places and schools shall be asked to send one or two of their graduate teachers for this training, who on return will help the district psychological centres in guidance work in regard to their own schools. Three such courses, each batch consisting of 20 teachers, should be run every year. (Page 37, para 6 (3)

5. These teachers so trained once, may be given three to four refresher courses of increasing standards at intervals so as to make them full-fledged psychologists in course of time. Teachers thus trained will not, by virtue of their training, automatically become entitled to the status of a psychologist but will remain an integral part of their schools as teachers. (Page 37, para 6 (4)

6. The Government should set up a Council of Psychological Research in Education and Psychology where definite projects of test-construction may be systematically assigned to such agencies as are willing and competent to take them within a specified period of time and to provide an over all direction and co-ordination of the work so far done in this field. This should be a powerful and expert body with representative composition which could command respect from all quarters. (Page 37, para 7)

7. Besides the Refresher courses for in-service teachers, a fuller one session course shall have to run at the Bureau of Psychology, U. P., Allahaabad, or in other suitable places wherein a thorough training in the theory and practice of psychology, particularly with reference to schools' needs shall be given to selected graduates and a regular diploma shall be awarded by the Department in recognition of their knowledge and professional status, entitling the trainees to be regarded as trained psychologists competent to undertake full guidance work in connection with schools. Teachers from Technical schools should also be included under this training scheme. (Page 38 para 8 (h)

8. As trained psychologists become available in this manner, a team of 5 constituting a District Psychological Centre should be appointed at the headquarters of each district, one or two new districts being added each year. These District Psychological Centres will organise guidance for pupils of different schools, in the district in coordination with the teachers of the respective schools who have received short-term training as stated above the five psychologists of the centre being not attached to any particular school, but forming a separate unit namely the District Psychological Centre. (Page 38, para 9)

9. The existing syllabus of training colleges and degrees in Education at the different universities may be modified so as to include the guidance aspect of Psychology in the paper of Experimental Psychology. This will equip all the trained graduate passed teachers with elementary knowledge of guidance work and after attending periodical refresher courses at the Bureau of Psychology they will become full-fledged psychologists in due course of time. (Page 38, para 9)

10. The District Psychological Centres should take up two types of work in connection with the higher secondary education:—(Page 38, para 10)

(i) Individual guidance in a few simple cases, and

(ii) Group guidance work of the allocation type at the end of class VIII, particularly in reference to the determination of the suitability of pupils for a Science course, and mainly on the basis of a high intelligence.

11. *General Recommendations : Problems outside the Higher Secondary Schools*: In regard to some Guidance problems which are not specifically the problems of higher secondary education only but are nevertheless connected with it, we have to make the following recommendations:—(Page 38, para 11)

(i) Cumulative Record Cards should be maintained by schools for each pupil from the earliest stage i.e. the Basic stage. These provide invaluable data not only for later guidance and allocation work but may even be considered a substitute for the traditional examinations now current at the Basic stage.

(ii) At some future date the institution of a psychological and educational assessment of pupils at the end of class V should be considered. This should involve an assessment of general intelligence and of attainment in Arithmetic and Hindi on the basis of standardised tests.

It will be very helpful not only for later Guidance and Allocation but this has in itself great potentialities for improving education at the Primary and Junior Secondary stages, especially if it can be linked with a widespread system of scholarships. It is the type of examination now common in Great Britain at the end of the Primary stage. It can also serve a very useful purpose in selecting those pupils at the end of class V who give definite promise for the future, and who should, therefore, be helped by the State in the further prosecution of their studies, because it has been found that psychological assessment at this stage has great prognostic value.

(iii) Teachers in higher secondary schools teaching at the junior high school stage, i.e. in classes VI, VII and VIII should be required to watch children's aptitutdes with care. It is known that teachers can give very useful information about their pupils provided they know what information is to be given and how that information is to be gathered and appropriate observations made. It is necessary that teachers should be able to fill up the sociological schedule, in connection with Guidance with confidence and accuracy. With some instructions teachers can be to do this work properly and the presence of one or two teachers in the expected school who have had refresher courses of the type suggested above at the Bureau of Psychology will greatly help matters. (Page 39, Para 11 (3)

(iv) The acceptance of Guidance by the pupils or their guardians will be at present voluntary, the heads of institutions and guardians taking advantage of Guidance advice wherever available. (Page 39, para. 12)

Recommendations on examinations—Chapter IV-B

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1. The suggestion contained in the first Acharya Narendra Deva Committee Report and also in the University Education Commitssion Report to carry over the final year of the Intermediate classes to the University course and to make the higher secondary stage of only three years duration as a single unit, be accepted and only one public examination at the end of these three years of higher secondary stage should be held. (Page 42, Para 10 (1)

2. In the event of-recommendation no. 1 being not put to effect immediately, the Committee recommends the following:—(Page 42, Para 10 (2)

(a) The Intermediate Examination should continue as it is.

(b) The High Schoool Examination should continue mainly for the benefit of private candidates. Regular school students should, as a rule, be promoted from class X to class XI, as they are at present being promoted from class IX or XI to the next higher class.

(c) In view of the fact that circumstances force many students to drop out at a stage when the High School Certificate is a help to them, those regular students who wish to appear at the High School Examination may, however, do so provided they declare their intention of appearing at this examination prior to the date of submission of examination form by the private candidates. But a regular student, who sits at the High School Examination, shall not be allowed to take the annual examination of any school for promotion to class XI.

(d) In order to evolve a suitable substitute for the present system of public examinations, an investigation on a suitably large scale, say in 100 schools selected for the purpose, for a period of time (one to three years) be undertaken immediately to determine the suitability of using teacher's marks scaled with the help of uniform objective tests as the basis of determining the ability of the candidate.

(e) A standing committee of experts should be appointed to plan out in detail the investigation on the proposed scheme and to supervise its working.

(f) The investigation proposed above should be organised by the Education Department at the Bureau of Psychology, U.P., Allahabad with the assistance of the Government Central Pedagogical Institute and at the end of the specified time, a committee should be appointed to examine the results of the experiment and its recommendations be given effect to.

3. The minimum age which a regular student must attain before appearing at the Intermediate Examination, should be 16 years, and the minimum age which regular students must attain before appearing at the School promotion Examination at the end of class X or at the High School Examination should be 14 years on the first day of January of the year in which the examination is held. These prescribed minima should be raised by one year each, at the end of 3 or 4 years. But for private candidates the minimum age for High School Examination should be 16 years in the case of a boy and 15 years in the case of a girl. Further private candidates should not be allowed to appear at the Higher Secondary School Examination unless they have passed Class VIII or obtained the Junior High School Certificate at least two years before appearing at the High School Examination or have passed class IX of a recognised school at least one year before the High School Examination. A candidate who has failed in class IX or left Class IX within four months immediately preceding the examination, should not be allowed to take the High School Examinaton until two years after such failure. (Page 43, Para 11)

4. *Minimum Attendance* : The requirement of 75 per cent. attendance for the High School and Intermediate Examinations laid down in Regulation4of Chapter XVII of the Intermediate Board's Regulations should be strictly enforced and the condonation of shortage of attendance by the Intermediate Board or any other authority should not be permitted in any circumstances. Similarly no appeal should lie against the orders of the Head of the Institution detaining a student from appearing at the High School or Intermediate Examination under Regulation 19 of Chapter XII of the Board's Regulations.(Page 43 para. 12)

5. *Junior High School Examination* : The committee is satisfied that suitable objective attainment tests for the Junior High School Examiation can be prepared. But we do not recommend that the experiment of Teachers' scaled marks recommended for the High School Examination above, be applied for the Junior High School Examination also, because of the dearth of qualified teachers for the purpose and the desirability of not making too many changes all at once. We visualise, however, that this examination being a largely decentralised examination, can be replaced, in a few districts to start with, by the scheme of teachers' scaled marks after a convenient interval of time, once it is introduced in the High School Examination. (Page 43, para. 13)

6. *High School Scholarship Examination* : The committee recommends that there should be a High School Scholarship Examination at the end of class VIII for pupils reading in that class both in rural and urban areas and that there should be at least 300 scholarships tenable for a period of 2 years awarded on the result of this Examination. No pupil older than 15 years on the first day of January preceding the examination may be allowed to sit for it. (Page 43, para. 14)

7. Since the primary function of this examination is prognosis, tests of general intelligence will be particularly helpful in assessing students' capacities and potentialities and predicting their future success. We recommend, therefore, that objective tests of general intelligence and general knowledge and of atainments in Hindi and Mathematics be introduced immediately for this examination. We also emphasize strongly that systematic follow-up studies of the scholarship-winners be instituted. They will yield valuable data for future guidance and selection. (Page 44, para. 15)

8. *Admission and Promotion of Students*: With a view to improving efficiency of teaching and standard of examinations, the committee recommends that the existing rules regarding admission and promotion of students from class to class be modified in the light of the following obeservations:- (Page 44, para. 16)

(*a*) *Admission*: No student should be admitted to class IX unless either he has passed class VIII of a Higher Secondary School or obtained the Junior High School Certificate (as a regular or private candidate).

(*b*) *Class Proficiency*:

(i) There should be three terminal tests in each of the IX, X and XI classes and only two in class XII.

(ii) The proportion of marks allotted in the three terminal tests should be 25, 35 and 40 except in class XII where it should be 40 and 60.

(iii) The examination papers in the terminal tests may be either (*a*) objective or (*b*) essay type, or (*c*) a combination of the two, as each institution may decide.

(iv) There may be only one paper in each subject in clases IX and X if the Head of the institution so decides. Practical tests in subjects which demand them, e.g. Science, Home Science, Music etc., shall be held separately and treated as a part of the paper or papers.

(v) Promotion from class to class shall be on the basis of the combined result of the three terminal tests of the year, there being an external examination at the end of class XII.

(vi) The pass percentage in each subject should be 33 per cent as at present and rules regarding grace marks should be the same as are prescribed by the Board of High School and Intermediate Education for its own examinations. If, however, a student is unable to appear at any one of the terminal tests for valid reasons with which the Principal feels satisfied, his marks of only two terminal tests, in which he has appeared, be counted and he should be promoted if he passes in all subjects and gets 35 per cent in the aggregate of the examinaions in which he has appeared.

(vii) The Head of an Institution may, however, promote a student if he is, in his opinion, a deserving student and there are special circumstances to do so, such as serious illness or accident to justify his promotion even though he has otherwise failed.

(viii) The marked answer books should be shown to the candidates in the class. A statement of marks obtained should also be sent to the guardian of the students.

9. *Detention* : Students who have not put in 90 per cent of the total attendance durng the period their names were on the rolls of the institution in the school year, from the date of their first admission to the class, exclusive of the leave granted on medical or other legitimate reasons, shall not be promoted to the next higher class. No shortages in this connection shall be condoned. (Page 45, para. 16 (3)

10. *Scholarships* : The decision of the Principal in the matter of award of stipends allotted to his institution shall be final and no appeal shall lie against it. (Page 45 para. 16 (4)

GOVERNMENT BUREAU OF PSYCHOLOGY, ALLAHABAD—CHAPTER V.

1. The Bureau is an institution of great utility. It has been proceeding on right lines and its work is being appreciated both in India and abroad. It should, therefore, continue to function and its existing aims and functions should continue to form the basis of its activities. But the attention of the Director of Bureau be drawn to the report of Prof. Kali Prasad of Lucknow University so that the Bureau may take up only as much work as is possible in its own interest. (Page 50, para 7)

2. In order to enable the Bureau to further develop its work, it should be considerably strengthened and Government should assure itself that the grades of pay of its staff are such as will attract men of the requisite calibre and that its staff should not be transferred elsewhere unless extenuating circumstances arise. (Page 50, para 8).

3. The strength of staff of each Regional Psychological Centre should be raised from 3 to 5 men, as early as possible, in order to give them a fair trial. (Page 50, para 9.)

Recommendations on Holidays, Vacations, discipline, Religious and Moral Education—Chapter VI

(1) Every institution should teach for at least 200 days or four hundred meetings and that there should not be more than 235 full working days including examinations and such extra-curricular activities as cannot be organised on holidays. (Page 52, para. 3 (1)

(2) The school session should commence on the eighth day of July every year. If that is, however, a holiday, it should begin on the next working day immediately thereafter. (Page 53, para 3 (2)

(3) The following national and cultural holidays should be observed in every institution of the State for the number of days noted against them (Page 53, para. 3 (3)

Sl. no.	Name of Holidays	No. of days.
1.	New Years Day	1
2.	Guru Govind Singh Day	1
3.	Republic Day	1
4.	Basant Panchami	1
5.	Shiv Ratri	1
6.	Holi	2
7.	Ram Navmi	1
8.	Bhagwan Mahabir Day	1
9.	Good Friday	1
10.	Budh Purnima	1
11.	Shabei Barat	1
12.	Last Friday of Ramzan	1
13.	Id	1
14.	Raksha Bandhan	1
15.	Janamashtami	1
16.	Independence Day	1
17.	Baqrid	1
18.	Dasehra	4
19.	Muharrum	2
20.	Birth Day of Mahtama Gandhi	1
21.	Deewali	3
22.	Guru Nanak Day	1
23.	Barawafat	1
24.	Christmas	1
	Total	31 days.

4. Summer or Winter vacations, as the case may be, in the plains or hills, should be from six to seven weeks every year. (Page 53, para 3 (4).)

5. In addition to the holidays enumerated above, every head of an institution shall have at his disposal a number of days to be given or combined with the holidays keeping in view the guiding principle that these vacations should be according to the local needs of(i) harvesting, (ii) seasonal festivals, and (iii) cultural traditions. (Page 53, para 3 (5).

6. The discretion of giving holidays should vest entirely in the Head of an institution. (Page 54, para 3 (6)

7. Exclusive of recess, there should be a minimum of 5 hours tuitional work from August to March and 4 hours during summer (morning school). (Page 54, para 3 (7)

8. All schools running in double shift now should be given a resonable time at the end of which they must revert to teaching in one shift alone, by reducing their enrolment if it should become necessary. Obviously permission should be refused to start double shift in all future cases. (Page 54, para 4.)

9. Home Examinations should be held in May after which the schools should close for summer vacations. The next session should start from the 8th of July. (Page 54, para 5.)

10. Moral and Humanist education should form an integral part of our education. Students must be taught the fundamental truths common to all religions. Illustrations of these fundamental truths should be taken from all religious and ethical movements with a view to emphasize their essential unity and to inculcate the sense of toleration among students. (Page 56, para 10 (1).

11. The schools should begin their work by an assembly of at least ten minutes duration and a prayer selected by the Principal should be recited. (Page 56, para 10 (2).

12. There should be a periodical discourse, say once a week or a fortnight, on a topic concerning moral and spiritual values. (Pages 56, para 10 (3).

13. The lives of founders of great religions of the world and moral leaders of humanity of all ages should be prescribed as Rapid Readers. (Page 56, para 10 (4).

14. In order to secure a more intimate contact between the teacher, the taught and the guardian, it is necessary that students of each institution should be divided into groups of 20 to 30 and that each group be placed in charge of a teacher who will act as a tutor guardian to his group. The teacher will be required to maintain a register in a prescribed form in which he will record his observations about them. At the time of assignment, care should be taken that as far as possilbe such a teacher is placed in charge of such of his students as live in his neighbourhood. (Page 58, para. (1)

15. Institutions maintaining excellent discipline should receive some recognition of this fact from the Government. (Page 58, para. (2)

16. Occasional meetings of guardians and teachers should be convened, where cases of indiscipline may be dicussed and remedial measures thought out. (Page 58, para. (3)

17. There should be students' Adivsory Committees, where they may be considered feasible, to help the heads of institutions in maintaining discipline and the Prefectual System should be introduced in educational institutions. (Page 58, para. (4)

18. To improve discipline among students, it is desirable in matters of expulsion, rustication and corporal punishment to give the last word to the Heads of institutions. (Page 58, para (5)

19. The prescribed ages for different classes laid down in the Education Code under para 96(f) should be reduced by two years in each case. (Page 58, para (6)

20. To inculcate a sense of dignity of labour and to impress the importance of social service, every student should be required to spend at least 40 hours in a year in manual work and social service according to a plan chalked out by his institution. (Page 58, para. (7)

21. One whole-time Physical Training Instructor should be provided in every school which can afford to do so and every teacher of a recognised institution should be made to undergo a short refresher course in physical training, to be prescribed by the Department. (Page 59, para. (8)

22. School records giving a number of details about a student (e.g. academic attainments, conduct, participation in extra-curricular activities, health etc.) should be regularly maintained in the schools by the Principal with the help of class teachers and a column for discipline and good manners should be provided in the scholar's register. It is suggested that a copy of this record be invariably called for by the Public Service Commission or other appointing authority before making any appointment. (Page 59, para. (9)

23. As the types of films, shown as a rule these days, exercise harmful influence on the student community, the following suggestions should be implemented to prevent the students from going to see such films as have an immoral effect on them. (Page 59, para. (10)

(a) Construction of cinema houses in the vicinity of educational institutions should be prohibited by law.

(b) All Film Censor Boards should be strengthened by getting more educationists on them.

(c) State Censor Boards should be established for a pre-view of all films to be shown within the territory of our State and negotiations with the Government of India may be made to have power for not allowing shows of such films as have baneful effects on the moral of our students.

(d) There should be arrangements in every educational institution, as far as possible, for showing educational films.

24. There should be three classifications of films instead of two as at present, viz. "A" for adults, "U" for universal exhibition, and "E" for Educational. Boys and girls of less than 15 years of age, as a rule, should not be allowed to witness "A" and "U" films. Necessary steps should, therefore, be taken to enforce this by law. (Page 59, para. (11)

25. Cinema advertisements should be prohibited during school hours before the educational institutions and posters should not be permitted to be pasted on the walls of educational institutions. (Page 59, para. (12)

26. The introduction of broadcast programme as already introduced by A.I.R. with the approval of the Department of Education, U.P., should be further strengthened to give healthy information and instructions conducive to the growth of knowledge, better education and culture. Institutions are expected to take full advantage of these programmes specially designed for students and a check up may be made to ensure that every Higher Secondary School has a radio set and arrangements for its regular use. (Page 59, para. (13)

RECOMMENDATIONS ON BETTER MANAGEMENT OF AIDED INSTITUTIONS—CHAPTER VII

1. Well-managed institutions should not only be left unaffected by Government interference but should also be otherwise encouraged. (Page 61, para 3 middle)

2. The management of institutions against which there may be presistent complaints of mis-management should be superseded and an Administrator with or without a small Administrative Committee be appointed for such time as Government may deem fit in public interest and in the interest of the institution itself. But this power should be used only after administering a warning to the management concerned and giving it an opportunity to offer an explanation. Preference should always be given to a non-official Administrator in cases where available. Further, no sooner congenial atmosphere is created and persons from the public come forward to run the school properly than this administrative control of the Department will be terminated. In this regard, if there be need for legislation, it would be welcome. (Page 61, para. 3 middle)

3. The Head of the institution and a representative of the teachers of the institution should be included in the managing committee of each aided institution to safeguard the legitimate interest of the teachers. The teachers should be included by rotation on the basis of seniority and the length of service in that very institution. (Page 61, para. 3 end)

4. The practice of charging high salaries by missionary managers out of the school maintenance funds, in some cases far exceeding the managements' annual contribution to the school, should be stopped forthwith. (Page 62, para. 4)

5. If more than one school situated in different districts or towns is managed by one single Trust or Board, it should constitute separate committees for each school or district or town as the case may be, having on them the head and the teacher-representative of the institution concerned, and the committees should hold their meetings in the district or town in which the institution concerned is situated. (Page 62, para. 4 middle)

6. Necessary amendments should be made in the constitution of managing committees of institutions governed by Trusts or Endowments so as to permit the inclusion of the head of the institution and a teacher-representative in their managing bodies. (Page 62, para. 4 middle)

7. The tendency should be to limit the strength of a managing committee to 12 members or even a smaller figure with a view to greater cohesion in the committee and quicker disposal of the administrative business of the institution. (Page 62, para. 4 (b)

8. The managing committees with larger membership than 15 should be required to select a smaller committee of 10 or 12 members to act as a managing sub-committee in order to achieve the above view points. (Page 62, para. 4 (b)

9. A managing committee and its office bearers should hold office for a term of three years or so, except for the teacher-representative who should be on the committee for one year only. (Page 62, para. 4 (b)

10. The membership of the sub-committee appointed by the managing committee for the selection and appointment of teachers should be limited to 5 only and the head of the institution should be an ex-officio member with a right to vote. (Page 63, para. 5 middle)

11. All the vacant posts of an institution should be advertised and the applications received by the head of the institution, or otherwise, passed on to the head who will prepare a consolidated note and place it before the selection committee for making appointments on that basis. Information about the selected teacher will be immediately sent to the District Inspector of Schools or the Regional

Inspectress as the case may be, who will have the authority to refer back to the selection committee any cases of wrong appointments, for revision within three weeks. If the managing committee or the selection board ignores the advice of the department, it should be considered a fit case for the supersession of the managing committee. (Page 63, para. 5 middle)

12. In order to give a greater stability of service to newly appointed teachers, all qualified teachers should be appointed on probation, instead of being given an officiating appointment, except in the case of short-term vacancies not exceeding four months on which a permanent teacher holds a lien. (Page 63 end)

13. The terms of appointment of service of teachers should be clearly laid down in the Education Code and they should be binding on both the parties, if necessary, by law, without the need of any written agreement. Failing this, the prescribed agreement must be executed and completed within four months from the date of the teacher's joining the institution. (Page 63 end)

14. The absence of a written agreement should not deprive a teacher or headmaster of his rights conferred by the agreement or the right to have his case decided by the Arbitration Board, if so necessary. (Page 64 top)

15. Managing committees of all denominational or sectarian institutions should have on them at least one-fourth of the total strength of members, belonging to other sects or denominations. (Page 64)

16. The award of Arbitration Board must be implemented within two months of the date of award, and the decision of the Board should in all cases be considered as final in every respect. No objection of any kind under any circumstances should be entertained gainst that decision, not even a civil suit should lie before a court of law, nor should the parties be represented by Counsels before the Arbitration Board. The implementation of the award of the Board within the stipulated period of two months should be the personal liability of the members of the managing committee. (Page 64, para 6)

17. In case of default on the part of the managing committee, the Education Department should deduct at the source from the maintenance grant of the institution concerned, the amount payable under the award to the teacher or the headmaster. In case the management refuses to implement the Board's award with regard to the reinstatement of a teacher or a headmaster, the Education Department should continue making the payment of the usual salary to him out of the maintenance grant till the award is implemented. (Page 65 top)

18. Every aided institution should specifically undertake to implement the award of the Arbitration Board; and every institution applying for a preliminary Government Grant should give a similar undertaking. (Page 65, para. 6 end)

19. In order to allow financial relief to managements, the full additional amount required for paying the annual increments to the teachers should be paid to them by Government. (Page 65, para 6)

20. The present system of assessment of Government Grant should be revised as it has gone out of date; and a system of 'Block Grants' should be introduced in respect of institutions of ten or more years standing. The grant should be assessed on the basis of the last 5 years actuals and further 5 years probable income and expenditure. For institutions of less than ten years' standing, the present system of annual assessment should continue. (Page 65, para 7 end)

21. A "Development Fee" of annas -/4/- p.m. in classes upto VIII, of annas-/8/- p.m. in class IX-X and annas -/12/- in classes XI-XII be charged by the schools towards a fund to be known as 'Development Fund' which will be mainly spent in giving increments to teachers or development of buildings or for providing better equipment to the school. (Page 66, para 8).

22. A consolidated fee of not more than annas -/4/- p.m. be charged in classes IX and X for the teaching of practical subjects excepting Science, irrespective of the number of practical subjects taught, in those institutions where practical teaching is actually done in these subjects. (Page 66, para. 8)

23. No 'Admission Fee' should be charged in Secondary Schools. (Page 66, para. 8)

24. Managements not maintaining proper accounts of all the fee income and contributions made by the students or their guardians should be considered as mis-managed institutions. (Page 66, para. 8)

25. In case of urgency, the managements may be given the right to borrow savings from the Students' Funds for making timely payment of teachers' salaries, and to return back the money so borrowed to their respective account as soon as possible but by the end of the financial year at the latest. Such savings should not, however, be transferred to the maintenance fund except that savings under the Examination fund should be transferable to the maintenance fund of the school (Page 67, para. 9)

26. Institutions having more than the prescribed endowment should be allowed to transfer any extra income from endowment in excess of the prescribed minimum limit to their "Development Fund" to be utilised as management's share towards the utilisation of the conditional grants sanctioned by the Department for furniture, library, equipment, building, etc. towards which they have to contribute a sum equal to the amount sanctioned by Govt. (Page 67, para. 10)

27. To encourage and facilitate the raising of endowment, donors of educational endowments should be exempted from paying income-tax on their donations. (Page 67, para 11)

28. A teacher on being transferred from one school to another under the scheme of "Transfer Boards" should not be appointed in the new school on the lowest scale of his grade, and the rule on this point, if any, should not be mandatory. But in any case, he should not get a higher salary at the place of his new appointment than what he was getting at the previous institution. (Page 68, para. 12).

29. Necessary and early steps should be taken to have the recommendations of the Better Management Committee of 1946, dealing with Leave Rules, Tuitions, Character Rolls and Framing of Time Tables, as notified by Government, universally adopted by the aided institutions. (Page 68, para. 13).

30. If any house allowance or house accommodation is provided for the head of an aided institution, as is permissible in Government institutions, it should be regarded as legitimate expenditure for purposes of calculating the Government grants and should not be subject to audit objection. (Page 68, para. 14)

31. The rule in foot-note 1 to para.358 of the 'Education Code forbidding the employment of relations of the managing committee or the Head of the institution on the staff of aided high schools and Inter. Colleges should be made invariable in its application. (Page 68, para 15)

RECOMMENDATIONS ON TEXT-BOOKS—CHAPTER VIII

1. The existing system of prescribing text-books should be abolished. No text-books should be prescribed in any of the subjects covered by the curriculum of classes IX to XII, and the heads of institutions should be left entirely free to choose the books which best suit their purpose in consultation with the subject teacher or teachers. Only detailed syllabus for each subject should be laid down with the help of experts and senior teachers who are actually engaged in teaching the subject. The Education Department should, however, recommend a few books properly produced, as a help and guidance for them. These books will have to be decidedly the best on the subject. They will fully cover the syllabus and also indicate the standard to be achieved in a particular subject. (Page 71, paras. 8-9)

2. Efforts should be made to encourage the formation of special societies and associations for the production of standard and graded text-books in different subjects, as is the case in the U.K. and U.S.A. (Page 71, para. 10)

3. A book once selected should not be changed for a period of at least 3 years, unless material alterations and changes have been made in the syllabus of the subject. (Page 71, para 11)

4. Government should also undertake the responsibility of making standard books in different subjects available in the market for use in schools. Eminent authors should be invited to submit books on particular subjects like Indian History, Civics, Geography and Indian Economics, written in accordance with the prescribed criteria. Sufficient time should be allowed for the preparation of such books and monetary rewards proportionate to the size of the book and the nature of the subject, as determined before hand, should be given to the writers of the best books. The number of awards should not be less than three and may be more, if necessary. (Page 71, para. 12)

5. Printing of Text-books should not be undertaken by Government, for it should not be difficult for the authors to find good publishers. (Page 71, para 12 end)

CHAPTER X—STATISTICS

Statement showing the area and population of Uttar Pradesh

		Rural	*Urban*	*Total*
1.	Area of Uttar Pradesh as per census of 1951.	112,044 sq. miles.	1,451 sq. miles.	113,495 sq. miles.
2.	Population of Uttar Pradesh in 1951—			
	Male	28,360,149	4,738,717	33,098,866
	Female	26,229,894	3,886,982	30,116,876
	Total	54,590,043	8,625,699	63,215,742
3.	Density of Population per sq. mile ..	487	5,943	557
4.	Number of occupied houses	9,073,985	1,334,959	10,408,944
5.	Number of—	Villages 111,722	Hamlets 257,468	Towns 486
6.	Population of 16 cities having a population of 1 lakh or more :—			

(1) Kanpur	705,383	(9) Saharanpur ..	148,435
(2) Lucknow ..	496,861	(10) Dehra Dun ..	144,216
(3) Agra	375,665	(11) Aligarh	141,618
(4) Banaras	355,777	(12) Rampur	134,277
(5) Allahabad ..	332,295	(13) Gorakhpur ..	132,436
(6) Meerut	233,183	(14) Jhansi	127,365
(7) Bareilly	208,083	(15) Mathura	105,773
(8) Moradabad ..	161,854	(16) Shahjahanpur ..	104,835

Year	Government institutions				District Board institutions				Municipal Board institutions			
	Middle	High	Intermediate	Total	Middle	High	Intermediate	Total	Middle	High	Intermediate	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
									Boys' institutions			
1936-37	9	48	8	65	660	..	..	660	36	6	..	42
1941-42	9	48	8	65	669	..	..	669	50	7	..	57
1946-47	19	48	12	79	800	..	..	800	69	8	1	78
1951-52	110	Higher Secondary 81		191	1,616	Higher Secondary 5		1,621	96	Higher Secondary 21		117
									Girls' institutions			
1936-37	79	1	..	80	50	1	..	51	44	..	..	44
1941-42	72	9	..	81	116	..	..	116	69	4	..	73
1946-47	75	14	1	90	144	..	..	144	72	4	..	76
1951-52	56	Higher Secondary 42		98	196	Higher Secondary ..		196	72	Higher Secondary 11		83

SCHOOLS

Aided institutions				Unaided institutions				Total no. of Secondary instituions			
Middle	High	Intermediate	Total	Middle	High	Intermediate	Total	Middle	High	Intermediate	Total
14	15	16	17	18	19	20	21	22	23	24	25
108	160	31	299	78	5	1	84	891	291	40	1,150
147	177	48	372	139	13	..	142	1,014	245	56	1,315
217	228	97	542	239	17	4	260	1,344	301	114	1,759
	Higher Secondary				Higher Secondary				Higher Secondary		
235	715		950	551	126		677	2,608	948		3,556
143	31	7	181	6	1	..	7	322	34	7	363
162	41	11	214	8	1	..	9	427	55	11	493
198	53	17	268	17	1	1	19	506	72	19	597
	Higher Secondary				Higher Secondary				Higher Secondary		
127	123		250	12	2		14	463	178		641

Statement showing the total number of Higher Secondary Schools in the Uttar Pradesh in 1953.

	Government Schools	Non-Government Schools	Total
1. High School type for—			
(*a*) Boys ..	74	934	1,008
(*b*) Girls ..	42	132	174
Total	116	1,066	1,182
2. Intermediate college type for—			
(*a*) Boys ..	32	497	529
(*b*) Girls ..	16	73	89
Total	48	570	618

Institutions recognised by the Board of High School and Intermediate Education, Uttar Pradesh, Allahabad

Year	High School Examination	Intermediate Examination	Intermediate Examination in Commerce	Intermediate Examination in Agriculture
1	2	3	4	5
1923-24	178	28	Figures not available.	Figures not available.
1924-25	186	32	Ditto	Ditto
1925-26	189	32	Ditto ..	Ditto.
1926-27	190	32	Ditto ..	Ditto.
1927-28	188	33	Ditot ..	Ditto.
1928-29	191	34	Ditto ..	Ditto.
1929-30	197	34	Ditto ..	Ditto.
1930-31	205	35	Ditot ..	Ditto.
1931-32	212	36	Ditto ..	Ditto.
1932-33	216	36	Ditto ..	Ditto.
1933-34	227	37	Ditto ..	Ditto.
1934-35	235	38	Ditto ..	Ditto.
1935-36	251	40	Ditto ..	Ditto.
1936-37	254	40	9	3
1941-42	328	66	19	5
1949-50	570	167	70	19
1951-52	1,085	520	177	45
1952-53	1,098	534	Merged in col. 3.	Merged in col. 3.

Consolidated number of recognised institutions for Classes XI—XII in the several groups of subjects for 1953

	Bovs Schools	Girls Schools	European Schools	Total
Total ..	443	73	4	520
Group A ..	384	64	3	451
Group B ..	166	8	4	178
Main subjects under Group C.				
Group C ..	211	20	..	231
Agriculture ..	45	..	..	45
Commerce ..	177	..	..	177
Industrial Chemistry	4	..	..	4
Ceramic ..	5	..	..	5
Wood craft ..	8	..	..	8
Book Craft ..	14	..	..	14
Tailoring ..	4	..	..	4
Metal work	1			1
Spinning and Weaving	17	..	..	17
Leather Work	1	..	..	1
Home Science		12	..	12
Home Economics	..	15	..	15
Group D ..	23	24	..	47
Main subjects in D—				
Music ..	14	24	..	38
Drawing and Painting	19	8	..	27

Consoliadted number of recognised institutions for 1953 *in the several groups of subjects for classes IX—X*

	Boys Schools	Girls Schools	European Schools	Grand Total
Total	921	163	1	1,085
Group A	913	155	1	1,069
Group B	279	16	1	296
Group C	419	70	..	489
Main subjects under Group C—				
Agriculture and General Science	109	..	..	109
Commerce and Economics	304	..	..	304
Industrial Chemistry and Science	19	..	..	19
Ceramics and Science ..	8	..	..	8
Wood-craft and Allied Art	115	..	..	115
Book-craft and Allied Art	127	..	..	127
Tailoring and Allied Art	50	..	..	50
Metal work and Allied Art	13	..	..	13
Spinning and Weaving and Allied Art	103	..	..	103
Leather work and Allied Art	6	..	..	6
Home Science and Tailoring	..	70	..	70
Group D	89	48	..	137
Main subjects in D—				
Music	59	48	..	107
Drawing, Painting and Sculpture	74	16	..	90

Statement showing the number of Higher Secondary Schools in each district, recognised by the Board of High School and Intermediate Education, Uttar Pradesh.

Serial number	Name of district	Number of Higher Secondary Schools recognised for—					
		Intermediate Examination only		High School Examination only		Intermediate and High School Examinations both	
		Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8
1	Dehra Dun ..	1	1	5	5	9	1
2	Saharanpur ..	..	..	10	5	16	3
3	Muzaffarnagar ..	1	..	23	..	13	2
4	Meerut ..	3	1	35	9	30	4
5	Bulandshahr ..	2	..	15	2	10	2
6	Aligarh ..	2	..	17	1	15	2
7	Mathura ..	1	..	17	2	6	1
8	Agra ..	4	..	20	5	11	4
9	Mainpuri ..	1	..	6	2	6	..
10	Etah ..	..	..	9	3	8	..
11	Bareilly ..	1	..	8	3	9	2
12	Bijnor ..	..	..	7	3	14	2
13	Budaun ..	..	..	6	2	5	1
14	Moradabad ..	3	..	11	4	10	2
15	Shahjahanpur ..	1	..	7	2	2	1
16	Pilibhit ..	..	..	1	..	4	1
17	Rampur ..	..	..	2	1	1	..
18	Naini Tal ..	..	..	3	..	8	1
19	Almora ..	..	..	11	3	10	1
20	Garhwal ..	..	..	13	2	4	..
21	Tehri (Garhwal)	..	..	4	..	1	..
22	Farrukhabad ..	..	..	5	1	8	3
23	Etawah ..	..	..	6	1	8	1
24	Kanpur ..	3	..	12	2	19	8
25	Fatehpur ..	..	..	4	1	3	..

Serial number	Name of district	Number of Higher Secondary Schools recognised for—					
		Intermediate Examination only		High School Examination only		Intermediate and High School Examinations both	
		Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8
26	Allahabad	..	..	21	1	23	13
27	Jhansi	..	..	11	1	7	1
28	Jalaun	..	..	5	1	5	1
29	Hamirpur	..	..	3	1	6	..
30	Banda	..	..	2	1	4	..
31	Banaras	..	..	14	4	33	2
32	Mirzapur	..	..	6	1	6	1
33	Jaunpur	1	..	13	1	18	..
34	Ghazipur	..	..	15	1	14	..
35	Ballia	1	..	13	1	15	..
36	Gorakhpur	2	..	6	2	17	2
37	Deoria	..	..	7	1	19	..
38	Basti	..	..	10	1	3	..
39	Azamgarh	1	..	15	2	14	..
40	Lucknow	2	2	13	..	21	13
41	Unnao	1	..	2	..	10	1
42	Rae Bareli	..	..	5	1	5	..
43	Sitapur	..	..	7	..	6	1
44	Hardoi	..	..	3	..	5	1
45	Kheri	1	..	3	1	2	1
46	Faizabad	..	..	9	..	11	1
47	Gonda	..	..	7	1	5	2
48	Bahraich	..	..	6	..	2	1
49	Sultanpur	..	..	8	1	4	..
50	Partabgarh	..	..	13	..	4	1
51	Bara Banki	..	..	1	1	4	..
	Total	32	4	465	83	493	84

Remarks—Columns 7 and 8 show only those institutions which have classes IX to XII.

Progressive increase in the number of aided institutions in receipt of maintenance grants from state funds.

Year	Boy's institutions				Girl's institutions				Grand total of aided secondary schools
	Intermediate colleges	High Schools	Junior High schools	Total	Intermediate colleges	High Schools	Junior High schools	Total	
1	2	3	4	5	6	7	8	9	10
1936-37 ..	15	157	52	224	5	15	114	134	358
1941-42 ..	37	178	43	258	10	28	130	168	426
1946-47 ..	56	195	77	328	13	29	151	193	521
	Higher Secondary				*Higher Secondary*				
1949-50 ..	496		37	533	78		153	231	764
1950-51 ..	560		55	615	85		155	240	855
1951-52 ..	624		45	669	88		158	246	915
1952-53 ..	702		36	738	100		152	252	990

SCHOLARS IN SECONDARY SCHOOLS

Year	Government institutions				District Board institutions				Municipal Board institutions				Aided institutions				Unaided institutions				Total no. of scholars in Seconadry Schools			
	Middle	High	Inter-mediate	Total	Middle	High	Inter-mediate	Total	Middle	High	Inter-mediate	Total	Middle	Inter-	Inter-mediate	Total	Middle	High	Inter-mediate	Total	Middle	High	Inter-mediate	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
								Scholars in Boy's institutions																
1936-37 ..	1,854	21,410	1,236	24,500	78,150	..	..	78,150	5,417	2,346	..	7,763	11,783	67,029	4,971	83,783	7,670	1,195	115	8,980	104,874	91,980	6,332	203,176
1941-42 ..	1,780	21,744	1,397	24,903	95,655	..	..	95,655	8,105	2,812	..	10,917	16,597	84,373	7,540	108,510	15,082	3,697	116	18,895	137,219	112,626	9,035	258,880
1946-47 ..	2,727	25,637	1,878	30,242	95,553	..	..	95,553	8,259	4119	40	12,418	26,759	143,278	14,391	184,428	29,824	4,069	269	34,162	163,122	177,103	16,578	356,803
		Higher Secondary				Higher Secondary				Higher Secondary				Higher Secondary				Higher Secondary				Higher Secondary		
1951-52 ..	17,559	32,495		50,054	194,354	1,743		196,097	14,006	9,087		23,093	24,248	346,591		370,839	53,839	28,243		82,119	304,043	418,159		722,202
								Scholars in Girl's institutions.																
1936-37 ..	13,762	393		14,155	4,317	148	..	4,465	6,665	..	..	6,665	24,204	8,968	265	33,286	409	182	..	591	49,357	9,691	265	59,313
1941-42 ..	15,056	1,736		16,792	10,917	..	..	10,917	10,861	593	..	11,454	30,395	15,143	726	46,264	1,143	143	..	1,286	68,372	17,615	726	86,713
1946-47 ..	15,209	3,370	62	18,641	18,793	..	..	18,793	14,224	1,197	..	15,421	34,355	21,396	1,161	56,912	2,138	159	9	2,306	84,719	26,122	1,232	112,073
1951-52 ..	13,202	9,855		23,057	12,957	..	..	12,957	11,758	3,225		15,013	26,042	51,544		77,586	1,859	385		2,244	65,818	65,039		130,857

Progressive increase in the number of examinees of the Board of High School and Intermediate Education, Uttar Pradesh.

Year	High School Examination	Intermediate Examination	Total
1	2	3	4
1937	14,383	4,708	19,091
1947	33,923	14,598	48,521
1948	40,299	16,608	56,907
1949	52,174	21,690	73,864
1950	71,562	28,205	99,767
1951	110,581	41,009	151,590
1952	124,843	47,403	172,246
1953	196,783	62,636	259,419

Progressive rise in the number of Examination Centres

Year	For High School Examination	For Intermediate Examination	Total number of centres
1	2	3	4
1950	263	210	473
1951	315	255	570
1952	396	208	604
1953	598	267	865

Statement showing number of students who appeared for the High School and Intermediate Examinations of 1952 in different subjects under groups 'C' and 'D'.

High School Examination

		No. of students appeared
	II—Group "C"	
1.	Home Science and Tailoring	3,607
2.	Agriculture and General Science	1,890
3.	Wood Craft and Applied Art	1,981
4.	Book-Craft and Allied Art	2,944
5.	Tailoring and Allied Art	1,023
6.	Metal Work and Allied Art	182
7.	Spinning and Weaving and Allied Art	1,598
8.	Leather Work and Allied Art	41
9.	Industrial Chemistry and Science	101
10.	Ceramics and Science	89
	Group "D"	
1.	Music (Vocal)	630
2.	Music (Instrumental)	649
3.	Drawing, Painting and Sculpture	1,355

Intermediate Examination

		No. of students appeared
	I—Group 'C'	
	Group 'C'	
1.	Home Science	35
2.	Home Economics	108
3.	Wood Craft	82
4.	Tailoring	79
5.	Book Craft	199
6.	Metal Craft	5
7.	Spinning and Weaving	58
8.	Leather Work	11
9.	Industrial Chemistry	2
10.	Ceramics	31
11.	Agriculture	606
12.	Commerce	4,952
	Group 'D'	
1.	Drawing and painting	750
2.	Music (Vocal)	273
3.	Music (Instrumental)	189

Examinees for the Intermediate Examination of the Board of High School and Intermediate Education, Uttar Pradesh, and the percentage of passes.

Year	Number of candidates registered		Percentage of passes			Number of candidates passed with the help of grace marks
	School	Private	School	Private	Aggregate	
1	2	3	4	5	6	7
1924 ..	1,708	..	53·9	..	..	:
1925 ..	2,028	..	47·3	..	..	..
1926 ..	2,480	..	50·0	..	..	..
1927 ..	2,480	414	58·3	38	53·6	..
1928 ..	2,441	564	58	34·7	55·8	..
1929 ..	2,587	583	63·0	29·3	49·3	..
1930 ..	2,224	411	54·5	25·3	56·3	..
1931 ..	2,433	493	60·2	31·2	57·0	227
1932 ..	2,507	572	62·4	34·0	53·4	308
1933 ..	2,859	724	58·1	32·4	56·1	377
1934 ..	3,339	801	59·3	45·1	..	439
1935 ..	3,218	863	63·6	32·5	56·9	437
1936 ..	3,300	873	66·2	32·6	59·2	436
1937 ..	3,862	846	64·4	38·7	60·4	401
1938 ..	3,432	1,155	69·2	38·0	61·6	480
1939 ..	3,545	1,222	69·6	37·3	66·2	497
1940 ..	3,748	1,404	62·0	31·42	58·8	511
1941 ..	4,198	1,815	67·0	48·6	61·3	543
1942 ..	4,503	1,979	60·6	38·2	64·5	500
1943 ..	4,537	1,674	67·0	46·9	62·6	575
1944 ..	5,049	2,752	66·4	46·9	61·0	973
1945 ..	5,586	3,263	72·4	53·7	76·1	793
1946 ..	6,125	4,267	70·0	51·9	65·4	789
1947 ..	9,254	5,344	73·5	54·7	67·3	1,635
1948 ..	8,138	5,589	62·6	47·1	57·6	1,014
1949 ..	10,384	8,186	68·5	55·7	63·8	1529
1950 ..	12,169	12,379	62·7	54·3	59·2	2,093
1951 ..	16,790	19,362	65·2	52·8	..	..
1952 ..	23,390	24,013	63.4	33.4	48.2	..
1953 ..	35,251	27,385	..	..	..	..

Statement showing (1) percentage of passes in the aggregate and (2) percentage of passes in the Agricultural Diploma Examination and the Intermediate Examination in Agriculture of the Board of High School and Intermediate Education, Uttar Pradesh.

Year			Total number of candidat registered	Percentage of passes as a whole	No. of candidates who passed with the help of grace marks.
1			2	3	4
1926			2	100	—
1927			34	52.9	—
1928			55	78.1	—
1929			70	64.2	—
1930			50	90.	—
1931			58	93.1	11
1932			64	90.0	9
1933			70	85.7	15
1934			76	84	24
1935			81	91.3	21
1936			77	88.3	21
1937			89	96.6	14
1938			90	86.7	16
1939			100	51.7	18
1940			192	83	35
1941			272	84.8	49
1942			315	80	75
1943			277	78.2	63
1944			275	72.4	61
1945			342	63.2	101
1946			356	46.3	40
1946 Special			80	50	14
1947	Private	.. 1			
	Regular	.. 546	547	64.5	122
1948	Private	.. 9			
	Regular	.. 731	740	53.5	90
1949	Private	.. 37			
	Regular	.. 693	730	54.9	90
1950	Private	.. 54			
	Regular	.. 659	713	54.1	94
1951	Private	.. 57			
	Regular	.. 601	658	61.8	—

Statement showing (1) *percentageof passes in aggregate and* (2) *percentage of passes in the Commercial Diploma Examination and the Intermediate Examination in Commerce of the Board of High School and Intermediate Education, Uttar Pradesh.*

Year	Number of candidates registered		Percentage of passes			Number of candidates passed with the help of grace marks
	College	Private	College	Private	Aggregate	
1925..	249	..	662.	..	..	..
1926..	241	..	65.4	..	..	..
1927..	271	23	66.4	60.8	..	..
1928..	245	29	60	45	59.4	..
1929..	241	35	67.2	40	65.9	..
1930..	243	21	59.8	33	58	..
1931..	170	1	57	100	59.1	18
1932..	224	19	53.2	31.5	52.9	27
1933..	304	21	55.3	45	54.9	31
1934..	338	34	52.5	30.3	50	49
1935	341	37	52.4	43.2	57.8	43
1936..	391	46	58.3	43.4	57.4	46
1937..	442	35	60.7	65.7	66.6	56
1938	452	45	69	48.9	69.01	63
1939..	530	49	66.2	4.6	63	54
1940	681	75	63.5	35.3	68	88
1941..	820	77	60	55.7	59.8	86
1942..	935	98	64.2	45	62.9	145
1943..	812	106	58.6	52.7	58.1	123
1944..	813	157	62.7	59.2	62.4	124
1945..	981	183	57.7	43.7	56.2	139
1946..	1,207	195	71.4	58.7	70.3	148
1947..	1,525	182	72.4	57.9	71.5	361
1948..	1,896	248	61.1	53.7	59.7	212
1949..	1,960	430	63.8	43.8	62.6	329
1950	2,099	854	60.7	47	57.6	290
1951	2,960	1,237	62.5	41.9	-	-

Number of candidates who offered subjects involving practical examination in the Intermediate Examinations of 1948—1952.

Serial No.	Name of subjects	Group	Number of candidates for the year					Remarks
			1948	1949	1950	1951	1952	
1	Agriculture ..		740	730	713	658	606	
2	Commerce (Stenotyping).		915	815	847	1,089	2,498	
3	Physics ..	Group B (Scientific).	..	4,871	5,723	7,557	8,208	
4	Biology ..	Ditto	..	1,709	2,776	2,642	3,021	
5	Chemistry	Ditto	..	4,877	5,743	7,562	8,218	*House hold Science 1949.
6	Military Science	Ditto	..	161	343	518	636	
7	Home Science (Main and Subsidiary).	Constructive.	..	*13	11	29	35 5	Main Subsidiary
8	Home Economics (Main and Subsidiary).	Ditto	..	32	36	26	108 1	Main Subsidiary
9	Music (Vocal)	Ditto	..	177	187	230	237 14	Main Subsidiary
10	Music (Instrumental)	Ditto	..	72	90	123	189 27	Main Subsidiary
11	Wood Craft	Ditto	..	..	..	..	82	
12	Book Craft	Ditto	..	..	..	..	119	
13	Tailoring	Ditto	..	..	..	..	79	
14	Metal Work	Ditto	..	..	..	..	5	
15	Spinning and Weaving	Ditto	..	..	..	..	58	
16	Leather Work	Ditto	..	..	..	..	11	
17	Ceramics	Ditto	..	..	..	..	31	
18	Industrial Chemistry	Ditto	..	..	..	..	2	

*The subject did not exist.

(1) *Percentage of passes in aggregate and* (2) *percentage of passes in the* **Supplementary** *Intermediate Examination in Agriculture of Board of High School and Intermediate Education, Uttar Pradesh.*

Year	1945	1946	1947	1948	1949	1950	1951
INTERMEDIATE EXAMINATION.							
Number of candidates registered.	124	222	104	349	575	578	1,046
Number of candidates actually examined.	..	..	..	339	566	546	809
Aggregate % ..	84.6	65.5	77.8	84.9	83.4	76.1	79.2
INTERMEDIATE EXAMINATION IN COMMERCE							
Number of candidates registered.	51	16	1	36	72	50	111
Number of candidates actually examined.	..	..	..	34	67	46	100
Aggregate % ..	80.3	87.5	100	85.2	94.2	89.1	95
INTERMEDIATE EXAMINATION IN AGRICULTURE							
Number of candidates registered.	8	2	22	29	66	53	
Number of candidates actually examined.	..	..	19	28	65	51	
Aggregate % ..	–	75	100	52.6	82.14	87.6	82.3

Examinees for the **High School Examination** *of the Board of High School and Intermediate Education, Uttar Pradesh, and the percentage of passes.*

Year	No. of candidates registered		Percentage of passes			No. of candidates passed with the help of grace marks
	School	Private	School	Private	Aggregate	
1	2	3	4	5	6	7
1923	..	..	..	..	46.4	..
1924	..	..	..	..	55.1	..
1925	6,126	242	..	..	61.2	..
1926	6,117	920	..	..	53.7	..
1927	7,062	476	..	..	54.8	..
1928	7,836	920	..	..	54.4	..
1929	8,353	1,232	62.5	26.2	58.1	..
1930	7,309	1,028	59.7	21.5	56.7	..
1931	8,105	1,148	62.0	21.1	56.7	..
1932	8,876	1,229	65.0	27.0	60.9	..
1933	9,302	1,353	57.8	23.5	54.1	..
1934	10,185	1,452	66.6	35.5	63.4	..
1935	10,744	1,893	63.6	29.1	58.7	..
1936	11,327	2,095	55.7	24.0	53.2	..
1937	11,983	2,400	63.3	33.0	58.2	..
1938	12,133	2,745	66.9	31.0	60.3	..
1939	12,462	2,983	70.0	33.4	62.0	..
1940	13,177	3,403	78.4	45.4	72.0	..
1941	14,010	3,600	66.8	35.2	61.4	1,886
1942	14,956	4,296	69.0	39·2	63.2	1,964
1943	14,556	3,956	70.6	41.4	65.4	1,858
1944	15,620	6,636	72.2	41.2	64.2	2,460
1945	16,869	7,793	71.4	39.8	62.8	2,282
1946	18,695	8,577	71.6	38.3	62.8	2,632
1947	22,054	11,869	73.5	40.0	63.2	5,089
1948	26,391	13,908	71.9	42.3	63.1	3,156
1949	33,410	18,764	76.8	42.2	64.4	5,986
1950	40,500	31,062	64.5	37.1	54.1	6,321
1951	64,185	46,396	68.1	42.6	59.0	9,787
1952	66,916	57,927	60.4	28.1	46.2	..
1953	120,998	75,785	..	..	..	..

Number of candidates who offered subjects involving practical examinations in the High School Examinations of 1948 to 1952.

Serial number	Name of subjects	Group	Number of candidates for the year			
			1948	1950	1951	1952
1	Home Science and Tailoring ..	Constructive Group.	*	*	*	3,623
2	Agriculture and General Science ..	Ditto ..	2,028	1,443	2,030	1,916
3	Ceramics and Science	Ditto ..	*	43	74	87
4	Industrial Chemistry and Science ..	Ditto ..	*	31	65	100
5	Woodcraft and Allied Art ..	Ditto ..	2,352	984	1,380	2,004
6	Bookcraft and Allied Art	Ditto ..	2,038	1,666	3,519	2,950
7	Tailoring and Allied Art	Ditto ..	405	578	1,139	1,006
8	Metal Work and Allied Art ..	Ditto ..	200	111	160	170
9	Spinning and Weaving and Allied Art	Ditto ..	475	556	1,602	1,625
10	Leather work and Allied Art ..	Ditto ..	110	93	110	71
11	Music Vocal Main	Art Group ..	*	*	*	638
12	Music Instrumental Main	Ditto ..	*	*	*	672
13	Drawing, Painting and Sculpture (Main)	Ditto ..	*	*	*	1,363
14	Drawing Painting and Sculpture (Subsidiary).	Ditto ..	*	*	*	6
15	Home Science (Subsidiary)	Literary Group	1,513	2,573	3,762	3,777
16	Music Vocal (Subsidiary)	Ditto ..	736	874	1,187	1,183
17	Music Instrumental (Subsidiary) ..	Ditto ..	440	479	806	1,100

*The subject did not exist.

Progressive increase in the grants-in-aid paid to Secondary Schools.

Class of school	Grant-in-aid paid in the last five years				
	1948-49	1949-50	1950-51	1951-52	1952-53
	Boys' institutions				
	Rs.	Rs.	Rs.	Rs.	Rs.
1. Higher Secondary Schools	33,25,658	45,81,314	49,76,028	52,53,498	57,16,471
			D. A. 3,46,619	3,48,345	4,10,738
2. Junior High Schools ..	56,472	1,05,312	1,78,349	2,04,432	1,11,876
			D. A. 23,920	25,773	17,150
Total	38,82,130	46,86,626	55,24,916	58,32,048	62,56,235
	Girls' Institutions.				
	Rs.	Rs.	Rs.	Rs.	Rs.
1. Higher Secondary Schools	7,43,208	8,60,913	9,22,722	9,47,268	10,50,111
			D. A. 76,065	76,725	87,430
2. Junior High Schools ..	4,66,545	5,12,558	5,62,546	5,80,752	5,43,497
			D. A. 1,00,998	1,01,998	82,888
Total ..	12,09,753	13,73,471	16,62,331	17,06,743	17,63,926
GRAND TOTAL .. of grants paid to Secondary schools for Boys and Girls	50,91,883	60,60,097	71,87,247	75,38,791	80,20,161

Income and Expenditure of the Board of High School and Intermediate Education Uttar Pradesh

Year	Income Rs.	Expenditure Rs.
1937-38	3,44,337	2,61,194
1947-48	10,43,916	9,72,368
1948-49	13,18,728	11,83,054
1949-50	18,56,001	19,36,456
1950-51	28,27,566	25,63,386
1951-52	31,97,789	27,80,457
1953-54 (estimate)	46,30,000	35,01,200

Strength of Officers and Staff of the Board's Office

	Officers	Clerks
1937	2	20
1948	3	44
1953	6	159

Statement showing the total number of Junior High Schools in the Uttar Pradesh in 1953.

	Government Schools	Non-Government Schools	Total
1. Anglo-Hindustani type for			
(*a*) Boys	Nil	Nil	Nil
(*b*) Girls	5	Nil	5
Total	5	Nil	5
2. Hindustani school type for			
(*a*) Boys	108	2,706	2,814
(*b*) Girls	52	411	463
Total	160	3,117	3,277
GRAND TOTAL	165	3,117	3,282

Statement showing the number of recognised Hindustani Middle Schools in 1950 *and the number of candidates sent up for the Junior High School Examination of* 1953.

Serial number	District	Number of Junior High Schools in 1950		No. of candidates sent up for the Junior High School examination of 1953	
		Boys	Girls	Boys	Girls
1	2	3	4	5	6
1	Dehra Dun	8	2	378	94
2	Saharanpur	24	6	1,507	97
3	Muzaffarnagar	27	6	1,715	77
4	Meerut	48	21	2,647	388
5	Bulandshahar	36	9	697	106
6	Mathura	26	10	1,456	175
7	Agra	29	18	1,761	213
8	Mainpuri	24	7	2,074	116
9	Etah	23	7	1,084	100
10	Aligarh	53	10	2,844	191
11	Bareilly	24	13	1,390	193
12	Bijnor	26	8	1,562	119
13	Budaun	38	3	1,523	163
14	Moradabad	31	10	1,937	355
15	Shahjahanpur	18	6	1,141	28
16	Pilibhit	16	4	827	93
17	Farrukhabad	33	3	2,258	127
18	Etawah	38	2	1 787	125
19	Kanpur	39	13	2,953	504
20	Fatehpur	23	4	1,166	11
21	Allahabad	58	10	2,747	192
22	Banda	19	4	988	4
23	Hamirpur	23	3	722	71
24	Jhansi	21	9	849	147

Serial number	District	Number of Junior High Schools in 1950		Number of candidates sent up for the Junior High School examination of 1953	
		Boys	Girls	Boys	Girls
25	Jalaun	20	3	1,418	40
26	Banaras	72	11	3,320	181
27	Mirzapur	23	6	1,122	72
28	Jaunpur	60	..	1,234	158
29	Ghazipur	44	2	2,510	22
30	Ballia	62	9	2,445	88
31	Gorakhpur	65	4	2,716	92
32	Deoria	78	7	2,736	71
33	Basti	62	5	3,024	60
34	Azamgarh	62	3	3,470	62
35	Naini Tal	18	6	944	148
36	Almora	62	..	2,637	50
37	Garhwal	44	1	212	47
38	Lucknow	17	26	949	196
39	Unnao	31	2	1,935	75
40	Rae Bareli	32	2	1,305	26
41	Sitapur	13	7	1,357	46
42	Hardoi	20	7	1,336	..
43	Kheri	15	5	1,300	50
44	Faizabad	39	8	1,856	96
45	Gonda	21	2	1,442	32
46	Bahraich	18	6	1,185	44
47	Sultanpur	26	5	1,727	38
48	Partapgarh	30	4	1,360	30
49	Bara Banki	18	3	1,139	29
50	Rampur	6	..	486	7
51	Tehri	31	1	1,177	68
	Total	1,694	323	85,355	5,517

Statement showing the number of examinees for the Junior High School Examination conducted by the Education Department

Year	No. of boy candidates	No. of girl candidates	Total
1947	47,916	2,375	50,291
1948	54,271	2,586	56,857
1949	58,758	3,646	62,404
1950	75,971	5,920	81,891
1951 (Supplementary) .. Hindustani Middle	18,988	583	19,571
1951 (Junior High School)	65,826	4,216	70,142
1952 Ditto.	72,430	4,930	77,360
1953 Ditto. ..	85,355	5,517	90,872

Expendjture on Secondary Educatjon

Year and kind of institution	Govern-ment Funds	District Board Funds	Muni-cipal Funds	Fees	Other Sources	Total
Expenditure on Secondary education of Boys.						
1936-37	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Intermediate Colleges ..	11,42,723	Nil	7,535	9,28,636	3,55,700	24,34,594
High Schools ..	33,35,850	16,425	1,33,728	21,07,489	5,58,903	61,52,395
Junior High Schools	12,06,863	3,36,969	1,18,573	6,35,074	2,52,352	25,49,831
Total ..	56,85,436	3,53,394	2,59,836	36,71,199	11,66,955	1,11,36,820
	51 %			33 %		
1941-42						
Intermediate Colleges	14,04,378	..	12,859	14,74,657	4,37,264	33,29,158
High Schools ..	34,10,297	1,373	1,17,266	24,17,703	6,99,357	66,45,996
Junior High Schools	11,88,187	2,94,551	1,53,468	8,76,880	2,60,722	27,73808
Total ..	60,02,862	2,95,924	2,83,593	47,69,240	13,97,343	1,27,48,962
	48%			37%		
1946-47						
Intermediate Colleges	21,45,823	6,255	43,858	29,93,714	7,25,019	59,14,669
High Schools ..	36,90,707	30,090	1,50,067	39,12,923	14,11,019	91,94,806
Junior High Schools	14,48,867	3,13,155	2,97,173	17,13,498	6,71,017	44,43,710
Total ..	72,85,397	3,49,500	4,91,098	86,20,135	28,07,055	1,95,53,185
	37 %			44 %		
1951-52						
Intermediate Colleges & High Schools	1,17,57,847	25,213	635,807	215,1:,646	38,83,970	3,78,16,483
Junior High Schools	30,44,145	8,78,529	652,312	57,86,510	10,86,664	1,14,48,160
Total ..	1,48,01,992	9,03,742	12,88,119	273,00,156	49.70,634	4,92,64,643
	30%			55%		

Yeaa and Kind of institution	Govern-ment Funds	District Board Funds	Muni-cipal Funds	Fees	Other Sources	Total
			Expenditure on Secondery education of girls			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1936-37						
Intermediate Colleges ..	1,11,067	..	3,080	73,115	42,067	2,29,329
High Schools ..	4,41,188	3,729	10,441	3,07,341	1,82,227	9,44,926
Junior High Schools ..	6,65,085	31,940	1,81,806	1,60,917	2,16,376	12,56,124
Total	12,17,340	35,669	1,95,327	5,41,373	4,40,670	24,30,379
	50 %			22%		
1941—42						
Intermediate Colleges	1,74,686	1,000	3,689	1,42,631	51,258	3,73,264
High Schools ..	6,44,132	1,324	47,377	4,41,227	2,19,608	13,53,668
Junior High Schools ..	7,00,194	51,946	2,01,480	2,08,404	2,25,465	13,87,489
Total ..	15,19,012	54,270	2,52,546	7,92,262	4,96,331	31,14,421
	49 %			25 %		
1946—47						
Intermediate Colleges ..	3,38,736	..	6,904	2,90,713	96,557	7,32,910
High Schools ..	8,71,586	2,831	71,995	6,83,445	5,69,322	21,99,179
Junior High Schools ..	11,97,196	94,200	3,86,466	3,47,436	3,01,352	23,26,650
Total ..	24,07,518	97,031	4,65,365	13,21,594	9,67,231	52,58,739
	45 %			25 %		
1951-52						
Intermediate Colleges ..	..	..	..	..	..	..
High Schools ..	..	..	..	..	..	..
Junior High Schools ..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..

Number of scholarships awarded on the result of the Junior High School Scholarship Examination of 1953 *in each district of Uttar Pradesh.*

Serial number	Name of district	No. of scholarships awarded in 1952-53 to		
		Boys		Girls
		Government scholarships	District Board scholarships	only Govt.
1	2	3	4	5
1	Dehra Dun	1	..	..
2	Saharanpur	2	1	3
3	Muzaffarnagar	10	1	1
4	Meerut	10	1	2
5	Bulandshahr	8	1	..
6	Mathura	4	1	3
7	Agra	4	1	..
8	Mainpuri	4	1	..
9	Etah	2	1	1
10	Aligarh	12	1	2
11	Bareilly	3	1	..
12	Bijnor	2	1	1
13	Budaun	1	1	..
14	Moradabad	4	1	2
15	Shahjahanpur .. ;	1	..	2
16	Pilibhit	1	..	..
17	Farrukhabad	11	1	..
18	Etawah	6	1	..
19	Kanpur	6	1	2
20	Fatehpur	3	1	..
21	Allahabad	1	1	..
22	Banda	1	..	2
23	Hamirpur	1	1	2
24	Jhansi	1	1	..
25	Jalaun	4	1	..
26	Banaras	9	1	1

Number of scholarships awarded on the result of the Junior High School Scholarship Examination of 1953 *in each district of Uttdr Pradesh.*

Serial number	Name of districts	No. of scholarships awarded in 1952-53 to		
		Boys		Girls
		Government Scholarships	District Board scholarships	only Govt.
1	2	3	4	5
27	Mirzapur ..	4	..	1
28	Jaunpur ..	7	1	..
29	Ghazipur ..	6	1	1
30	Ballia ..	7	1	..
31	Gorakhpur ..	1	1	..
32	Deoria ..	4	1	1
33	Basti ..	2	1	1
34	Azamgarh ..	10	1	1
35	Naini Tal ..	1	1	2
36	Almora ..	3	1	1
37	Garhwal ..	1	..	..
38	Lucknow ..	1	..	1
39	Unnao ..	1	..	..
40	Rae Bareli ..	3	1	..
41	Sitapur ..	3	1	2
42	Hardoi ..	1	1	2
43	Kheri ..	1	..	2
44	Faizabad ..	1	1	1
45	Gonda ..	1	1	1
46	Bahraich ..	1	1	..
47	Sultanpur ..	3	1	2
48	Partabgarh ..	4	1	..
49	Bara Banki ..	1	..	1
50	Rampur ..	1	..	..
51	Tehri ..	1	..	1
	Grand Total ..	181	39	45

Statement showing the mandatory scales of pay sanctioned for the staff of non-Government aided institutions (both for boys and girls) from July 1947.

		Rs.
1.	Principals of Intermediate colleges	250—20—450—25—500.
2.	Assistant masters and mistresses (including Vice-Principals) of Intermediate colleges ..	150—10—190—15—250.
3.	Headmasters and headmistresses of High Schools	200—10—350.
4.	Assistant masters and mistresses (trained graduates) including masters of classical languages and of Hindi and Urdu who are trained graduates ..	120—6—168—E.B.—8—200.
5.	Trained under-graduate teachers including teachers of classical languages and of Urdu and Hindi who are trained under-graduates	75—5—110—E.B.—6—140—E.B.—7—175.
6.	Assistant masters of Physical Education will be in the trained graduates or trained under-graduates grade according as they are trained graduates or under-graduates.	
7.	Drawing Masters	75—5—110—E.B.—6—140—E.B.—7—175.
8.	Instructors of Manual Training	75—5—110—E.B.—6—140—E.B.—7—175.
9.	Untrained assistant masters (graduates) ..	2/3rd of the scale prescribed for trained graduates which is Rs.120—6—168—E.B.—8—200.
10.	Untrained assistant mastres (undergraduates) ..	2/3rd of the scale prescribed for trained undergraduates which is Rs.75—5—110—E.B.—6—140—E.B.—7—175.
11.	Music teachers in Intermediate Colleges ..	Trained graduates grade. Rs.120—6—168—E.B.—8—200.
12.	Music teachers in High Schools and Middle Schools	Trained undergraduates grade. Rs.75—5—110—E.B.—6—140—E.B.—7—175.
13.	Commerce teachers who are M. Coms and teaching Intermediate classes	Rs.150—10—190—15—250.
14.	Commerce teachers who are trained B. Coms. ..	Trained graduates grade Rs.120—6—168—E.B.—8—200.
15.	Other Commerce teachers	Trained undergraduates grade Rs.75—5—110—E.B.—6—140—E.B.—7—175.
16.	Teachers of Agriculture (graduates)	Trained graduates grade Rs. 120-6-168 EB-8-200
17.	Teachers of Agriculture. (undergraduates). ..	Trained undergraduates grade Rs.75—5—110—E.B.—6—140—E.B.—7—175.
18.	All Hindi and Urdu teachers, and those teachers of Sanskrit, Persian and Arabic, who are M.A.'s or trained, teaching Intermediate classes ..	Rs.150—10—190—15—250.

		Rs.
19.	Teachers of Sanskrit, Arabic and Persian in Intermediate Colleges who have only oriental qualifications	Trained graduates grade Rs.120 6—168—E.B.—8—200.
20.	Hindi, Urdu, Persian, Sanskrit and Arabic teachers of High School sections who are M. As. or trained graduates.	Trained graduates grade. Rs.120—6—186—E.B.—8—200.
21.	Other language teachers of High and Midle Schools,	Trained undergraduates grade Rs.75—5—110—E.B. —6—140—E.B.—7—175.
22.	A. T. C. graduates	Trained graduates grade Rs.120 —6—168—E.B.—8—200.
23.	A. T. C. Undergraduates	Trained undergraduates grade Rs. 75—5—110—E.B.—6—140—E.B.—7—175.
24.	M. A., C. Ts. and B. A. C. Ts. of 5 years or more than 5 years service.	Trained graduates grade when a vacancy occurs in that grade Rs.120—6—168—E.B.—8—200.
25.	M.A., C.Ts. and B.A., C.Ts. of less than 5 years' service.	Trained undergraduates grade Rs.75—5—110—E.B.—6—140 E.B.—7—175.
26.	Drill Instructors	40—2/bi.—50—E.B.—3/bi—65.
27.	Head clerks in Intermediate colleges	75—5—120.
28.	Clerks in High Schools	60—4—80—E.B.—4—100.

Refce: Go. No. A/6131 XV—124—44, dated july 12, 1947 and Press Note dated Sept.30, 1947

APPENDICES

APPENDIX I

(*vide* Page 1, para. 1)

CHAPTER XIV OF THE REPORT OF THE IST ACHARYA NARENDRA DEVA COMMITTEE OF 1939.

Part II—Summary of conclusions and recommendations on College Education

19. The present system of secondary education suffers from the defect that it does not provide valid forms of training for life and employment to suit the varied interests and abilities of the large number of pupils. Practical activities and corelation with the conditions and realities of life hold quite a subordinate position.

20. Secondary education is merely regarded as subsidiary to university education.

21. The system of secondary education should be a complete and integrated whole. The courses should be self-sufficient and constitute a unit by themselves.

22. The secondary stage of education will begin at the age of 12 and will last for six years.

23. All secondary institutions should be called "Colleges". The standard which these institutions should aim at will be somewhat higher than the present Intermediate standard.

24. The courses of the first two years of the College will generally correspond to the courses of the two top classes of Basic Schools. Emphasis on craft may be reduced. English will be taught as a compulsory subject.

25. College will, among others, offer courses dealing predominantly with—

(*a*) Language, Literature and Social Studies.
(*b*) Natural Sciences and Mathematics.
(*c*) Art.
(*d*) Commerce.
(*e*) Technical or Professional subjects.
(*f*) Domestic Science (for girls).

26. Admission to colleges will be at two stages. A student may join either after completing the first five years' course at the Basic School or after the course of seven years. Students who join after the first five years' course of the Basic School be admitted to the first class of the college and those who join after taking a full course of seven years at the Basic School in the third class of the college.

27. A break should be permitted at the age of 16 and a college examination should certify to their proficiency.

28. The terms "High School" and "Intermediate" will be given up and there will be only one unified college stage.

29. Hindustani will be the medium of instruction and examination through -out the college stage.

30. The Committee recommends that experts should be invited to draw up syllabuses for the various types of courses. They should keep the following points in view while drawing up the syllabuses:

The syllabus should be more realistic and practical than that at present in vogue. It should not be burdened with unnecessary theoretical details and should have a greater bearing on the needs of the country and its present condition. The course should be a self-contained course

and should not be regarded merely as a preparation for higher studies. The course should be so framed that the teachers may leave more initiative to the students than is usually done at present. The experts should be asked to draw up the syllabus for handicraft and additional subjects only of the first two classes and for Classes III to VI or VII of colleges. They should also be asked to keep in view the age of the pupils and also the number of the compulsory subjects,the periods allotted and the grounding the students have had in Basic Schools.

31. English should be compulsory. Special arrangements should be made to make up the deficiency in English of those who join a college in Class III after taking a full course of seven years at a Basic School. A short course of either Hindi or Urdu should be compulsory throughout the six years of all types of colleges. Physical culture and general knowledge will be other compulsory subjects for all types of colleges.

32. The number of colleges of each type to be established should be determined after an industrial and commercial survey is undertaken in order to find out the probable number of certificate-holders who may be absorbed every year in each profession.

33. (*a*) For each type of college there should be an Advisory Board on which at least 50 per cent. representation should be given to potential employers to be nominated by Government.

(*b*) The Advisory Board should have the following functions :

(1) Advising Government on the modification of the syllabus from time to time.
(2) Arrangement of practical training for students.
(3) Collection of funds for the Colleges from Industry and Trade.

34. There should be a College of Domestic Science the syllabus of which should be drawn up by experts. Besides Domestic Science the crafts should also be provided in girls' colleges, as far as possible.

35. Lecture methods for the theoretical portion of the syllabus should, as far as possible, be replaced by assignments, general directions and tutorial test.

36. Good up-to-date libraries should be provided in all colleges.

37. Extra-curricular activities should be specially encouraged. The aim of extra-curricular activities should be as follows:—

(i) to develop initiative and enterprise and a spirit of self-reliance,
(ii) to train for leadership in democracy,
(iii) to participate in social activities,
(iv) to cultivate fair play, self-discipline and subordination of individual to group interests, and
(v) to cultivate good manners.

38. It was also decided that scouting should be one of the extra-curricular activities. The following extra-curricular activities should be encouraged in colleges:

Debating clubs, study circles, students' councils or clubs, dramatic clubs, literary clubs, national history clubs, photography clubs, history and geography societies, rifle club, social service leagues, scouting, girl guiding, mutual aid societies, school banks, co-operative stores, hobbies, societies, etc.

It was thought that extra-curricular activities should be regarded as an integral and important part of school and college life. Government should consider this point while giving grants and headmasters should take due note of this when organizing the work of the teachers.

III—Vocational Education

39. Colleges for Technical and Professional studies should have a four or five years' course in Engineering (civil, mechanical and electrical), medicine, agriculture and industrial chemistry, after the completion of Basic education or of the first two years' course of the College. For a number of other professional and Technical branches the establishment of schools with a shorter course is recommended.

40. The technical and professinal colleges should be established with four or five years' courses in the following subjects :

(1) Engineering (Civil).
(2) Engineering (Mechanical and Electrical).
(3) Medicine—Allopathy, Homoeopathy, Ayurveda and Unani.
(4) Agriculture.
(5) Industrial Chemistry with specialization in the final stage in any one of the following:
  (*a*) Oils and soaps.
  (*b*) Ceramics.
  (*c*) Sugar.
  (*d*) Rubber.
  (*e*) Paper.
(6) Glass Technology.
(7) Veterinary Science.
(8) Teachers' Training.
(9) Pharmaceutical chemistry.
(10) Dentistry.

41. Students in technical and professional colleges should be given adequate practical training not only within their colleges, but also under actual conditions of work, and that such a training should form an integral part of the course.

42. Besides technical and professional colleges, it is necessary that vocational schools should be opened for students who, having completed their Basic School course, desire to obtain vocational training of a lower type.

43. Government should make provision for such schools. The period of training in them should be determined by experts who will also prepare the syllabuses, but in no case should the period exceed three years.

44. The following types of vocational schools are suggested. The course should be of at least six months' duration when not otherwise indicated:

(1) Nursing — 3 years.
(2) Midwifery— 1 year.
(3) Compounders' course — 2 years.
(4) Decorative leather work—1 year.
(5) Book-Binding — 1 year.
(6) Tailoring— 2 years.
(7) Weaving.
(8) Hosiery — 1 year.
(9) Music.
(10) Dairy farming.
(11) Poultry farming.
(12) Fruit preservation.
(13) Bee-farming.
(14) Electrical and Mechanical work.
(15) Metal work of various types.
(16) Pottery.
(17) Glass blowing.
(18) Carpentry.
(19) Surveying and draughtsmanship.
(20) Paper making.
(21) Tanning.
(22) Salesmanship and Travelling agents work.
(23) Electroplating.
(24) Shoe-making.
(25) Motor mechanic's work.
(26) Dyeing and calico printing.
(27) Insurance work.
(28) Munibi, etc., etc.

45. These schools may be organized separately or classes in vocations may be attached to colleges. The work should be mainly practical and, as far as possible, the schools should be self-supporting.

NOTE—The number of technical, professional and commercial colleges of various types to be established should be determined, according to the recommendation made in paragraph 37, Chapter V, and each type of college should have an Advisory Board referred to in paragraphs 37 and 38 of that Chapter.

46. Vocational education given in the present industrial and technical institutions should not be completely divorced from general education and in order to maintain a proper combination of the two kinds of education they should be kept under a unified authority.

47. Industrial and technical schools and colleges which are at present under the Department of Industries should be transferred to the Ministry of Education, provided that such technical and industrial schools as impart instruction in industries which are yet in an experimental stage may be allowed to remain under the control of the Department of Industries. These institutions should be transferred to the Ministry of Education when they have passed the experimental stage.

48. The Department of Education should be strengthened by the additional officers possessing technical education and qualified to give advice to the Ministry of Education. Persons qualified to give advice on technical and vocational matters should be appointed on the sub-board of Education.

49. A Bureau of Technical Education and Vocational Guidance should be established.

50. Psychological tests should be devised and standardized to discover occupational interests and abilities of students. Short intensive courses should, therefore, be instituted to train teachers in the latest scientific methods and the technique of psychological testing in order to enable them to give expert advice to young people in the choice of occupations.

51. A survey of occupation opportunities is also necessary. Such a survey should collect information regarding (1) industries which await development because skilled and trained artizans are not available, and the removal of this hindrance would lead to the development of industry, (2) industries for which sufficient training is not available in the country, and (3) specific requirements of the work or occupations and industries. It is also necessary to investigate whether the training needed could be given in conjunction with the industry itself by indenturing the learner to the industry concerned, or it was necessary for the State to undertake the training.

IV—Girls' Education

52. Special attention should be paid to the expansion of girls' education because the educational advance of the province much depends on the rapid progress of girls' education. No distinction should be made between the sexes in the matter of curriculum. Housecraft is, however, regarded as the most important branch of instruction for women teachers.

53. Satisfactory condition of service should be established for women teachers.

54. Suitable buildings and equipment should be provided for girls schools. The present practice of supplying conveyances (*thelas*) should be abolished and it should be ruled that only buses should be used for this purpose. Where buses cannot be provided a maid servant should be appointed to escort girls to school. It should be clearly understood that Government is not to bear any expense for providing buses.

55. The Committee recognizes the educational value of co-education for children and recommends that co-education be permitted up to the age of 10 years in rural and up to the age of 9 years in urban areas. Co-education has much to recommend itself on financial grounds as well.

56. All efforts should be directed to employ a larger number of trained women teachers in Basic Schools. In the opinion of this Committee at least 25 per cent. of teachers employed in Basic Schools should be women. Amongst other things, the following measures should be adopted to attract women teachers for Basic Schools:

(*a*) payment of higher salaries,

(*b*) provision of free quarters,

(*c*) employment of at least two women teachers at a time in a school,

(*d*) employment of married couples as teachers in the same school,

(*e*) award of more scholarships.

57. Every educational circle should have a full-fledged women teachers' training institution for training of women teachers for Basic Schools.

58. Attendance for six periods a week at children's clubs or kindergarten clubs or orphanages, as practical work in connexion with child management should be compulsory for every girl in classes VI and VII of a Basic School as a part of the Domestic Science course. Even those girls who take some other craft should put in at least three periods of practical work along the above mentioned lines as a part of the craft course.

V—Denominational Institutions

59. The Committee is of opinion that there should be, as far as possible a uniform system of education for all communities. The Committee is convinced that the existence of segregate schools for special communities has actually accentuated their educational backwardness. It is also recognized that multiplicity of institutions adds to the financial burden. The Committee makes the following recommendations :

(*a*) Islamia schools may be converted into Basic Schools.

(*b*) As regards *maktabs*, *pathshalas* and other denominational schools it was felt that denominational institutions tend to create feeling of estrangement among the different sections of the population which is prejudicial to the growth of a sense of common citizenship. But as this concession has been given and is cherished by the communiites concerned, the Committee is not inclined to recommend their abolition. It is of opinion that such existing institutions be retained, but in the interest of the communities concerned as well as in the interest of general educational progress of these provinces, they should be made as efficient as any other State schools, and that the syllabus that the Committee has prescribed for Basic Schools should be introduced in the various classes of these institutions with pupils of corresponding age.

The courses of study should be so arranged that while preserving the peculiar features of the institution a boy finishing the course there at should be able to join the next higher class of a Basic School.

(3) At the end of the seventh year there should be another similar test, but all students who have regularly attended a course of seven years should be given a certificate to that effect by the school countersigned by a supervisory officer of the Education Department. This certificate should show the quality of the pupil's attainment in the course and subjects of the curriculum as well as in extra-curricular activities.

(4) During the course of each year, however, an administrative check of the work of the schools in a prescribed area should be made by the supervisory staff of the Education Department. In this connexion it would be advisable to explore the possibility of taking sample measurements of the attainment of selected groups of students. This check should be devised by specialists in close consultation with the committee that may be set up to deal with the curriculum.

64. The following recommendations are made in regard to examinations in colleges :

(1) There should be a college examination at the end of the fourth year i.e. of pupils aged 16 in all colleges.

(2) The examination at the end of the college course should be conducted by the Provincial Board of Education.

(3) The rules laid down about promotion from class to class for Basic School classes will apply, as far as possible, to all classes in colleges, except the fourth.

(4) Examinations will include written papers and oral or practical tests according to the nature of the subject. Specimens of the work done in each subject by a student in the class under the supervision of the teacher, the record of the work done in the year and the recommendation of the teachers may also be taken into account when declaring the result. Undue emphasis should not be laid on written papers.

(5) The colleges will have the option to hold an entrance examination at any stage they like.

(6) There should be established a Bureau of Examinations and Tests under the Department of Education with specialists to conduct Intelligence and Attainment tests.

VII—Training of Teachers

65. There should be two types of professional colleges for the training of teachers: one for teachers of "Basic Schools" and the other for those of "Colleges".

66. The course of training for teachers of Basic Schools should be of four years. The minimum qualification for admission should be the diploma of a Basic School, or the completion of the first two classes of a College.

In the transitional period :

(i) candidates who have passed the Vernacular Final or High School Examination may be admitted to Class I,

(ii) candidates who have passed the Intermediate Examination and graduates may be admitted to Class III, and

(iii) candidates who have passed the High School Examination with any one of the following subjects may be admitted to Class II :

General Science, Agriculture, Rural Economics, Commerce, Drawing, Civics, Music, Spinning and Weaving, Domestic Science and Manual Training.

Religious education given in these schools should not be enforced if objection is taken to it by the parent or guardian.

(*c*) The course of study in *maktabs* should be changed; while religious education may be retained for children whose parents or guardians do not object to it, the secular part of their education should be assimilated to that prescribed for Basic Schools so that transfers from *maktabs* to Basic Schools may be possible.

(*d*) All schools receiving aid from Government should be open to children of all communities. Schools which are not open to all should not be given grants-in-aid. But before withdrawing grants opportunity should be given to schools to open their doors to all.

(*e*) No new institutions which do not open their doors to all should be recognized. It is expected that under the changed conditions the present institutions will reconsider their policy and open their doors to the children of all communities.

(*f*) In the selection of areas for the introduction of compulsory education, care should be taken that such areas as are mainly inhabited by Muslims or depressed classes are not excluded.

(*g*) In the recruitment of teachers due care should be taken that Muslims recieve a fair representation in the cadre of teachers employed and provision is made for the teaching of Hindustani with Urdu script for the benefit of Muslim boys and girls.

60. Since the question of imparting religious education involves a question of State policy, the Committee has decided to leave the matter to the decision of Government.

VI—Examinations

61. The Committee is of opinion that examinations do not furnish an adequate masure of the achievements of pupils and that they are not tests of skill or capacity.

62. The Committee, therefore, recommends that efforts should be made to devise more valid and reliable tests. "Intelligence Tests" which yield more objective and more valid tests should, therefore, be designed. They cannot, however, be accepted as complete substitutes for the traditional examinations.

63. The following proposals are made in regard to promotions and examinations in Basic Schools:

(1) Promotion from class to class should be decided by the teachers of the schools. Promotion to a higher class should not be withheld as far as possible. A periodical, say monthly, check-up of the pupils' work should be made by the teachers.

(2) At the end of the fifth year of the Basic School an intelligence, attainment and aptitude test should be conducted by the teachers under the direction of the supervisory staff. The test should be so conducted as to be helpful in ascertaining the natural inclination of the pupils. On the results of the test, advice should be given to students, to help them in the choice of studies in the higher classes in colleges, provided, however, that the record of the aforesaid test shall not prevent a student from taking up a course different from the one for which the test has declared him to be fitted; nor shall he be ineligible for sitting at the entrance examination prescribed for admission to a college.

67. The course of training for teachers of Colleges should last for two years. The minimum qualification should be the diploma of a College established under the scheme proposed by this Committee. Concessions may be made in the case of persons who join with a specialized qualification in education. In the transitional period graduates of a recognized university or of any other institution of university status may be admitted. Pupils who have finished the course of training for teachers of basic Schools may also be admitted to this College.

68. All Government Normal Schools and Central Training Schools should be converted into training colleges of the first type and the four existing training colleges to be converted into training colleges of the second type. The number of colleges of each type to be maintained should be regulated by the needs of the Department.

69. The present one year's course in training colleges for graduates should be modified so as to provide for a course of two years.

VIII—The Selection and Supply of Text-books

70. The present text-books should be revised and changed where necessary. They should be brought in accord with the spirit of the times and the new ideals of education.

71. The following procedure is recommended for the preparation, selection and publication of text-books for "Basic Schools" and "Colleges" :

(1) Government should get a synopsis of the book which it desires to have written, prepared by specialists. Alternative synopsis might be obtained from independent authors by advertisement in the Press and the best of them accepted.

(2) The approved synopsis should be published and authors should be invited to write text-books in accordance with it. Substantial prizes should be announced for books selected. Authors should be asked to submit to Government manuscript in type scripts. Books already published may also be submitted. Distinguished authors may, in special cases, be commissioned to write books or portions thereof.

(3) Government should nominate a committee to approve and revise the synopsis and text-books submitted by authors.

(4) After approval the books should become the property of Government and should be sent to a board of editors which will prepare the manuscript for the Press, but will not have the powers of revising the books. This Board will also advise on the subject of pictures, drawings and illustrations to be incorporated in the book and will suggest the most suitable form in which the publication should be presented.

(5) The Government should offer the approved manuscripts to publishers, in lieu of a royalty to be shared by the Government and the author, guaranteeing the publisher a monopoly for a fixed number of years. This period should, however, be as short as possible. The prices of books should be fixed by the Government allowing a fair rate of profit to the publisher.

(6) Government should, from time to time, arrange for a thorough and exhaustive examination of the language and subject-matter of the books prescribed.

72. To facilitate the preparation of suitable text-books for use in schools and of other books for the use of teachers a central pedagogical library should be established at a place to be decided by the Department. The library should contain :

(1) an up-to-date collection of text-books in use in primary and secondary schools of the United States of America and the principal European countries;

(2) a collection of books and periodicals dealing with the subject of education; and

(3) a collection of all school text-books and other books for juvenile readers published in the Indian languages.

IX—Control of Education

73. The Committee is of opinion that vernacular education has suffered a great deal as a result of the present dual control. At the inception of far-reaching reforms in education it is further necessary that the administrative control of primary and secondary education should vest in a central authority.

74. The Committee recommends that there should be established a central education authority to be called the Provincial Board of Education. The Provincial Board should have two auxiliary boards, one for Basic Education and the other for College Education. These auxiliary boards will be under the control of the Provincial Board. The auxiliary boards should have the authority to appoint advisory committees. The Provincial Board of Education will communicate its decisions to the Hon'ble Minister of Education who will issue orders to the Department The final authority will rest with the Minister of Education.

75. The functions of the Provincial Board should be as follows :

(1) To advise the Hon'ble Minister of Educaation on financial matters connected with education.

(2) To frame rules for cadres and services and to revise the Educational Code.

(3) To lay down curricula, to conduct examinations and grant certificates and diplomas.

(4) To prescribe rules and approve allotment of grants-in-aid.

(5) To devise methods of enforcing compulsion and select centres for introducing compulsory education.

(6) To call for reports from the Department.

(7) To make provision for the training of teachers and of the inspecting staff.

(8) To advise the Hon'ble Minister of Education on educational matters including questions of policy.

(9) To prescribe the conditions of service in all educational institutions that may be placed under the jurisdiction of the Board.

(10) To consider appeals against orders of dismissal or discharge of teachers.

(11) To prescribe books and to arrange for their preparation, selection and publication.

(12) To set up sub-committees for specific purposes and to perform any other duties that may be entrusted to it by the Provincial Government.

76. The following constitution is recommended for the Provincial Board of Education:

(1) The Hon'ble Minister of Education (*Chairman*);
(2) The Parliamentary Secretary to the Hon'ble Minister of Education (*Vice-Chairman*); .. .. } *Ex-officio* members.
(3) The Director of Public Instruction, United Provinces (*Secretary*) } *Ex-officio* members.
(4) The Chief Inspectress of Girls' Schools, United Provinces } *Ex-officio* members.
(5) Two Vice-Chancellors by rotation.
(6) Four members of the Provincial Legislature to be nominated by the Government.
(7) Five educationists, one of whom should be a woman, to be nominated by the Government.

77. The auxiliary board for "Basic Education" should deal with the allotment of funds for various areas, the selection of books, the preparation of curricula, and with proposals regarding the introduction of compulsion. It may call for inspection reports, give advice on training of teachers, and submit its views on all matters regarding the revision of the Education Code.

78. The auxiliary board for "College Education" should deal with all the functions enumerated above in respect of College education with the exception of compulsory education.

79. The following constitution is recommended for the Board of College Education :

There will be 16 members including the Chairman :
(1) One Circle Inspector of Schools.
(2) The Personal Assistant to the Chief Inspectress of Girls' Schools, United Provinces.
(3) Two members of the Provincial Board of Education to be elected by it.
(4) One Lady Principal.
(5) One Principal of a Boys' College.
(6) One Principal of a Technical College.
(7) One Manager of an aided College.
(8) The Assistant Director of Public Instruction, United Provinces.
(9) One Principal of a Training College.
(10) One Principal of an aided College, provided he is a member of the United Provinces Secondary Education Association.
(11) Five educationists, including three from the teaching staff of the Universities, to be nominated by the Hon'ble Minister of Education.
(The Assistant Director of Public Instruction, United Provinces, to be the Secretary.)

80. The following should be the constitution of the Board of "Basic Education";

There will be 15 members including the Chairman :
(1) One Circle Inspector of Schools.
(2) One Inspectress of Girls Schools.
(3) Two Headmasters.
(4) One Headmistress.
(5) One Headmaster of a Normal School.
(6) One Headmistress of a Normal School.
(7) The President of the United Provinces Secondary Eduction Association.
(8) The Deputy Director of Public Instruction, United Provinces.
(9) Two members of the Provincial Board of Education elected by it
(10) Four educationists of whom two are to be experts in handicrafts, to be nominated by the Hon'ble Minister of Education.

(The Deputy Director of Public Instruction, United Provinces, to be the Secretary.)

81. The Chairman of both the auxiliary boards will be nominated by the Government. All members, except the representative of the Provincial Board, will be similarly nominated.

X—Miscellaneous

(i) Staff in Recognized (non-Government) Institutions

82. (i) Paragarph 150 (*f*) of the Educational Code and paragraphs 10 and 11 of the Teachers' and Headmasters' agreement forms should be deleted. In paragraph 7 of the form of agreement of teachers, in the fourth line *after* the word "notice" the words "subject to the approval of the Inspector of Schools" should be added; and the following new sub-section (v) should be added to paragraph 7 :

> "When the teacher has been confirmed, the committee may terminate this agreement in case of general retrenchment decided for reasons of financial stringency and approved by the Department, or in case of abolition of a subject, or in case of a necessity having arisen for making provision for a life member by giving the teacher two calendar months notice in writing to take effect from the eighth day of the succeeding month or by paying to the teacher a sum equivalent to twice the monthly salary which the teacher is then drawing."

(ii) The Inspector of Schools may, in such a case, arrange for the appointment of the teacher in another recognized (non-Government) institution, with the concurrence of the managing committee concerned.

(iii) A list may be maintained for the purpose and the Inspector concerned may also help to find employment for such teachers as have been dismissed under the new sub-clause (v) of paragraph 7 of the form of agreement outside his circle as well.

These conditions of service should be mentioned in paragraph 150 of the Educational Code and made applicable to all teachers irrespective of their date of appointment.

83. Paragraph 152 of the Educational Code should be substituted by the following:

(1) The headmasters and the principals of recognized institutions are not allowed to take up private tuitions.

(2) Permission to undertake private tuition should be sparingly given in the case of teachers who draw a monthly salary of Rs.100 or more.

(3) In the case of teachers drawing a monthly salary of less than Rs. 100, the previous permission of the manager is required.

(4) In the case of teachers serving under a district or a municipal board, the previous sanction of the board and the approval of the Inspector are required.

(5) Permission to undertake private tuition of a scholar reading in a class taught by the teacher should be sparingly granted and only for very special reasons which should be recorded.

84. The Committee also recommends :

(i) The fees and other income of a College or School should be deposited in a recognized bank or banks, where such facilities exist and in such a case teachers should be paid direct by cheques.

(ii) Definite rules should be made by the Education Department for the appointment and removal of managers and for the constitution of the managing committees.

(iii) The managing committee should include—

(*a*) at least two nominees of the Government,

(*b*) at least one representative of the teachers elected by the teacher of the institution,

(*c*) at least two representatives of parents and guardians, and

(*d*) the headmaster or the Principal *ex-officio*.

(iv) In case of continued mismanagement by the managing committee the Department may take away such of its powers as may be deemed necessary for the proper management of the institution for such a period as may be determined by the Department.

(v) Qualifications for membership of the Committee and its powers should be definitely laid down by the Department.

(vi) A uniform set of leave rules should be framed and enforced in all institutions.

(vii) The existing rules of grants-in-aid should be revised. The award of grants should depend on the enrolment, quality of work, expenditure and the acceptance by the institution of the principle of non-discrimination of caste,creed, religion or race in the matter of admission of students and of permanent appointment of teachers and other members of the staff.

(viii) All aided and recognized institutions must annually submit accounts audited by qualified auditors.

(ix) A minimum scale of pay should be prescribed by the Government for teachers and the clerical and inferior staff of recognized (non-Government) institutions.

(x) Appointments to all teaching posts should be made from the register of trained teachers maintained by the Provincial Board of Education. Appointment of teachers whose names are not on the register should be made only with the approval of the Inspector of Schools.

(xi) The managing committee shall not have the power todischarge or remove a teacher without the previous sanction of the Inspector of Schools. The aggrieved party, however, shall have the right of appeal to the Provincial Board of Education.

(xii) In line 2 of clause 15 of the form of agreement for teachers, the word "dismissal, discharge, or" should be omitted.

(xiii) The clerical establishment of recognized institutions be brought within the purview of the rules of the Provident Fund, and be entitled to same security of service as teachers and the inferior services of these schools be entitled to gratuity, rules for which may be framed by the Department, and have the option to contribute to the Provident Fund. Rules should also be framed by the Department providing necessary leave to clerical and inferior establishment.

The above should also apply to the matrons and nurses of girls institutions.

85. As regards private work to be undertaken by the teachers, it is recommended that the existing clause 4 of the form of teachers agreement given in the Educational Code be partly amended and in future teachers must obtain the

permission of the manager on the recommendation of the head of the institution before undertaking any work or occupation outside school hours. Such permission may be granted if the manager is satisfied that it will not interfere with the due and efficient discharge of his school duties, including prescribed extra curricular activities under the agreement, and will not otherwise be detrimental to the interest of the institution.

(ii) Civics

86. A text-book in civics should be prepared on the lines of the syllabus appended (*vide* Appendix V) at the earliest possible date and prescribed for the last two classes of the existing vernacular middle and high schools.

(iii) Discipline

87. The Committee is of opinion that the present discipline in schools and colleges is of an authoritarian character. The Committee is of the view that discipline should not be imposed from above but should come from within. Corporal punishment should be abolished and coercive methods should not be used to repress the child and exact passive obedience from him. The authoritarian discipline should be replaced by a new code of discipline which may be conducive to the harmonious growth of the faculties of the child and may be helpful in developing the conscious discipline in him. It should be realised that in order to inculcate intelligent discipline in children there must be full co-operation between all the factors bearing on the child's life—the school, the home, the educational and economic factors. Pupils' self-governing councils should be formed to assist the headmaster in the observance of rules and their co-operation and assistance should be sought in maintaining discipline in schools. Young children should be entrusted with responsibilities in well defined spheres of school management and other activities. Full scope should be given for the release of their reactive energies and they should be trained for responsibility and leadership. Extra-curricular activities should be encouraged and they should form an integral part of the school or college life.

While the Committee prefers freedom to repression, it does not, however, suggest that child should be released from all sorts of restraint or control. The Committee hopes that the object will be achieved by offering proper guidance by the influence of the personal example of the teacher and a judicious and loving treatment of the child.

88. The Committee approves of the new rule that has been formulated by the Department that corporal punishment should be abolished. It is also agreed to that new method should be devised to keep discipline in institutions.

89. The Committee also recommends that freedom to hold opinions and express them should not be stifled. There should be no restriction on students joining external associations and societies run and organized mainly by students for the purpose of advancing the general interests of the youths, but the permission of the headmaster or the principal should, however, be required in the case of a student wishing to join any other organization. It should, however, be understood that students below the age of 18 can in no case be permitted to become members of a political organization. There should be no restrictions on students, even resident students, in the matter of attending public meetings, provided such attendance does not involve infringement of hostel rules.

(iv) Future of existing institutions

90. As regards the future of the present primary, vernacular middle and high schools and intermediate colleges, the following recommendations are made :

> " The Government should immediately undertake a survey of its educational requirements and chalk out a detailed programme of educational expansion as well as of the conversion of the present institutions into Basic Schools and Colleges of the types suggested by this Committee. A twenty years' programme should be drawn up to provide Basic education to the entire population of the province (from 7 to 14 years of age), to liquidate adult illiteracy and to provide the required number of colleges. The present vernacular and anglo vernacular middle schools should be converted, as soon as possible, into Basic Schools and the present intermediate colleges into colleges of the type suggested by the Committee. The present high schools should either be converted into Basic Schools or into colleges of the new type within a period of 7 years."

Interim Arrangments

91. The following steps be taken to give immediate effect to the scheme:

(1) The new syllabus of Basic education should be introduced, as early as possible, in classes I and II of vernacular schools for boys and girls, classes II and III of Anglo-vernacular schols and classes I and II of anglo-vernacular girls' schools.

(2) The new syllabus of Class I of the proposed Colleges of Sciences and Languages should be introduced in Class VII of anglo-vernacular schools for boys and girls.

(3) The syllabus of classes III, IV and V of vernacular schools and IV, V and VI of anglo-vernacular schools should be so revised as to bring it nearer to the syllabus of the corresponding classes of the Basic schools especially by introducing some craft activity and practical knowledge of civics as indicated by the syllabus of Basic Schools. Time for this may be found out by decreasiug emphasis on English.

(4) The recommendation already made regarding Co-education and the employment of women teachers in Basic Schools should apply equally to existing schools teaching the same standards.

(5) Boys who have passed the Vernacular Final Examination should be admitted to Class I of the proposed colleges taking the new syllabus.

(6) The colleges should lay more emphasis on the extra-curricular activities proposed by the Committee and should also try to organize popular lectures on subjects of general knowledge on the lines of the new syllabus.

(7) Pending the establishment of new schools and the transformation of old school into schools of the type suggested by us, instruction in a handicraft should be made compulsory for all pupils in the existing schools.

(8) Private agencies desiring to start schools on new lines, and in the opinion of the Department, competent to do so, should be liberally supported by the Government in running such schools, as an experiment. The Department should be kept informed of the progress of the work.

(*v*) *Establishment of a Central Pedagogical Institute.*

92. A Central Pedagogical Institute should be established at a place to be decided by the Department. A library should be attached to the Institute which should contain :

(1) An up-to-date collection of text-books in use in primary and secondary schools of the United States of America and principal European countries;

(2) A collection of books and periodicals dealing with the subject of education ; and

(3) A collection of all school text and other books for juvenile readers published in the Indian languages.

The library should be of the circulating type so that members residing at a distance from it may also take advantage of it. A reading room should be attached to the library.

APPENDIX II

(VIDE Page 1, Para 1)

Scheme of Re-organization of Education in the United Provinces, 1948.

PRIMARY AND SECONDARY

1. The main stages of education in the Province should be as under:

(*a*) Pre-Basic, i.e. Nursery education.
This stage of education is very important and should be introduced in the Province as soon as circumstances permit.

(*b*) Basic Education should consist of a course of eight years which will be sub-divided as under:

(i) Primary Basic Education for five years comprising classes I to V (classes infant to IV to be renamed I to V). The institutions to be called Primary Basic Schools.

(ii) Senior Basic Education for three years comprising classes VI to VIII (classes V to VII to be renamed VI to VIII). The institutions to be called Junior High Schools.

(*c*) Higher Secondary Education for four years comprising classes IX to XII. The institutions to be called Higher Schools. The Heads of these institutions to be called principals.

NOTE.—Compulsory education when introduced in the Province will begin at the age of 6.

2. There will be no English in the Primary Basic stage and it will be optional after that. Hindi will be compulsory in all classes.

3. The distinction between Hindustani and Anglo-Hindustani Schools will disappear.

4. Special arrangement in Higher Schools will be made for the teaching of English for those students who may not have taken English in Junior High Schools.

5. The Higher Schools will have a large variety of subjects. They may be called :

(i) Literary Schools,
(ii) Scientific Schools,
(iii) Constructive Schools,
(iv) Art Schools.

The existing institutions, where facilities exist, may be converted into multilateral institutions. Multilateral institutions have the following advantages :

(i) They bring all the types on the same level and help to organize educational system on a democratic basis.

(ii) They provide a greater variety of educational subjects. The educational guidance of the child can easily be carried out. The children can easily be transferred from one type to another within the school if it is discovered that they are wrongly classified.

6. The present High Schools and Intermediate Colleges will be converted into Higher Schools. It was considered desirable that the High Schools should have only the highest four classes but they can also run the three classes of a Junior High School. These institutions will drop off their present III, IV and V classes.

7. During the whole course of Primary and Secondary Education there will be three Public Examinations during the transition period—one at the end of Junior High Schools, the second at the end of the two years of Higher Schools and the third at the end of Higher School Course. The first two examinations will be optional.

8. For children leaving school at the age of 13, provision should be made for what may be called continuation classes having four years' course. In these continuation classes the following general subjects should be taught ;

(i) Mother Tongue,
(ii) General knowledge (For women the syllabus will include the knowledge of mother craft),
(iii) Social Studies,
(iv) General Science,
(v) Physical Culture.

Besides the above subjects provision should be made for vocational courses viz.—

GROUP "A"

(1) Decorative leather work.
(2) Book-binding.
(3) Hosiery.
(4) Poultry farming.
(5) Fruit preservation.
(6) Bee-keeping.
(7) Pottery.
(8) Glass blowing.
(9) Carpentry.
(10) Paper making.
(11) Tanning.
(12) Shoe-making.
(13) Basket-making and mat work.
(14) Photography.
(15) Laundry work.
(16) Sericulture.
(17) Vegetable and fruit growing.

GROUP "B"

(1) Nursing.
(2) Midwifery.
(3) Compounders' course.
(4) Tailoring and embroidery work.
(5) Spinning and weaving.
(6) Dairy farming.
(7) Surveying and draftsmanship.
(8) Advanced wood-work.
(9) Motor mechanics work.
(10) Dyeing and calico printing.
(11) Electrical and mechanical work.
(12) Metal work of various types.
(13) Jewellery making and Designing.
(14) Music.

A student may take more than one vocational course in a year. At the end of each year a certificate will be issued for having completed one or more vocational courses. Some of the vocational courses of group "B" may last for more than a year. More than one course in gorup "A" may be covered in a year. A student may be allowed to take any of the vocational courses. Even those who may not have completed the Junior High School course will be eligible for admission to these courses. In order to make these courses more popular and useful it is proposed that these continuation classes should be held in the evening. There will be no bar to holding classes in double shifts during the day as well as in the evening. Suitable time will have to be adjusted for women. Continuation classes will lead to Higher Polytechnics.

9. The following are typical examples of various types of Higher Secondary institutions for the present :

(1) *Literary*—

Main subjects—Hindi, History or Geography.

Subsidiary subjects—English and any two of the following : Mathematics, Logic, Psychology, Art, Music, Home Economics, General Science, Sanskrit, Arabic, Persian, Latin, Pali, a modern European Language, History, Geography, Civics, Rural Economics, Economics, Education (Theory), Commerce, a modern Indian language.

(2) *Scientific*—

Main subjects—First two years : Elementary Mathematics, General Science, Hindi.

Last two years : Biology, or Mathematics, Physics, Chemistry.

Subsidiary subjects—English and one of the following subjects :

Hindi, Education (Theory).

(3) *Constructive*—

(1) For Boys

One of the following :

Main subjects—Agriculture, Wood Crafts, Book Crafts, Ceramics, Spinning and Weaving, Commerce, Technical Engineering, Industrial Chemistry, Applied Mechanics.

Hindi and any two of the following :

Mathematics, Physics, Chemistry, Biology, Aied Crafts, Elementary Economics, Commercial Geography, on modern Indian language.

Subsidiary subjects—Any one of the following :

English, History, Geography, Civics, Mathematics, Education (Theory).

(2) **For Girls**—*Main subjects*—Home Science and Hindi.

Subsidiary subjects—Any three of the following subjects :

Art, History, Geography, Mathematics, Education (Theory), Economics, a classical language, General Science, a modern Indian language.

(4) *Art—Main subjects*—Painting and Sculpture or Music and Hindi.

Subsidiary subjects—Any three of the following :

History, Geography, Civics, English, General Science, Education (Theory).

NOTE—(*a*) Physical Culture and General Knowledge will be compulsory for all the types of Secondary institutions.

(*b*) The indication of subjects is tentative only. The Curriculum Committee will finally decide the distribution and contents of the various subjects proposed. It may be possible to prescribe five subjects during the first two years and four subjects during the last two years of the Higher Secondary course. Students will be allowed to take additional subsidiary subjects if they so desire. Transfer from one type to another will be allowed at 15 plus.

Girls' Education

1. The Girls' Education will be in line with the Boys' Education with the following modifications : Primary Basic Schools (from the ages of 5 plus to 10) will be co-educational institutions and attempts will be made to post two women teachers to every Primary Basic School.

2. In Junior High Schools, House Craft will be a compulsory subject for all the girls.

3. For those girls who leave the Junior High Schools at the age of 13, provision has been made for such subjects as may suit the aptitudes of girls in continuation classes. Among the general subjects Mother Craft will be a compulsory subject for all the girls attending the continuation classes. This subject will be included in the course of General Knowledge.

4. In Higher Schools, provision has been made for subjects suitable for the girls, e.g. House Craft, Music, Art, etc. House Craft at this stage will include Mother Craft.

5. Government is also considering a scheme of starting a College of House Craft in which all the subjects suitable to the needs and requirements of girls will be taught. This college will not only teach subjects suitable for girls but will also work out the technique of teaching these subjects in girls' schools.

Technical Education

1. As a result of the re-organization of industries and commerce in the country there will be need for skilled technicians. Provision has also to be made for the aptitude of those who will derive greater benefit from practical course. A system of technical education is a matter of importance and has, therefore, also to be introduced in the Province.

2. Technical Education as defined by Abbot will "aim at giving a boy such a realistic pre apprenticeship education that when he enters a branch of industry in which machinery is made or used, or indeed almost any branch dependent on the application of Science to industrial practice, he rapidly becomes a skilful and reliable workman."

3. The Higher Technical Schools in our Province can be of the type of Junior Technical Schools of England. They can have a course of four years and the following types are possible :

(*a*) Higher Secondary Technical Schools for Textiles.
(*b*) Higher Secondary Technical Schools for Agriculture.
(*c*) Higher Secondary Technical Schools for Engineering.
(*d*) Higher Secondary Technical Schools for Commerce.
(*e*) Higher Secondary Technical Schools for Wood-work.

Other types can also be added.

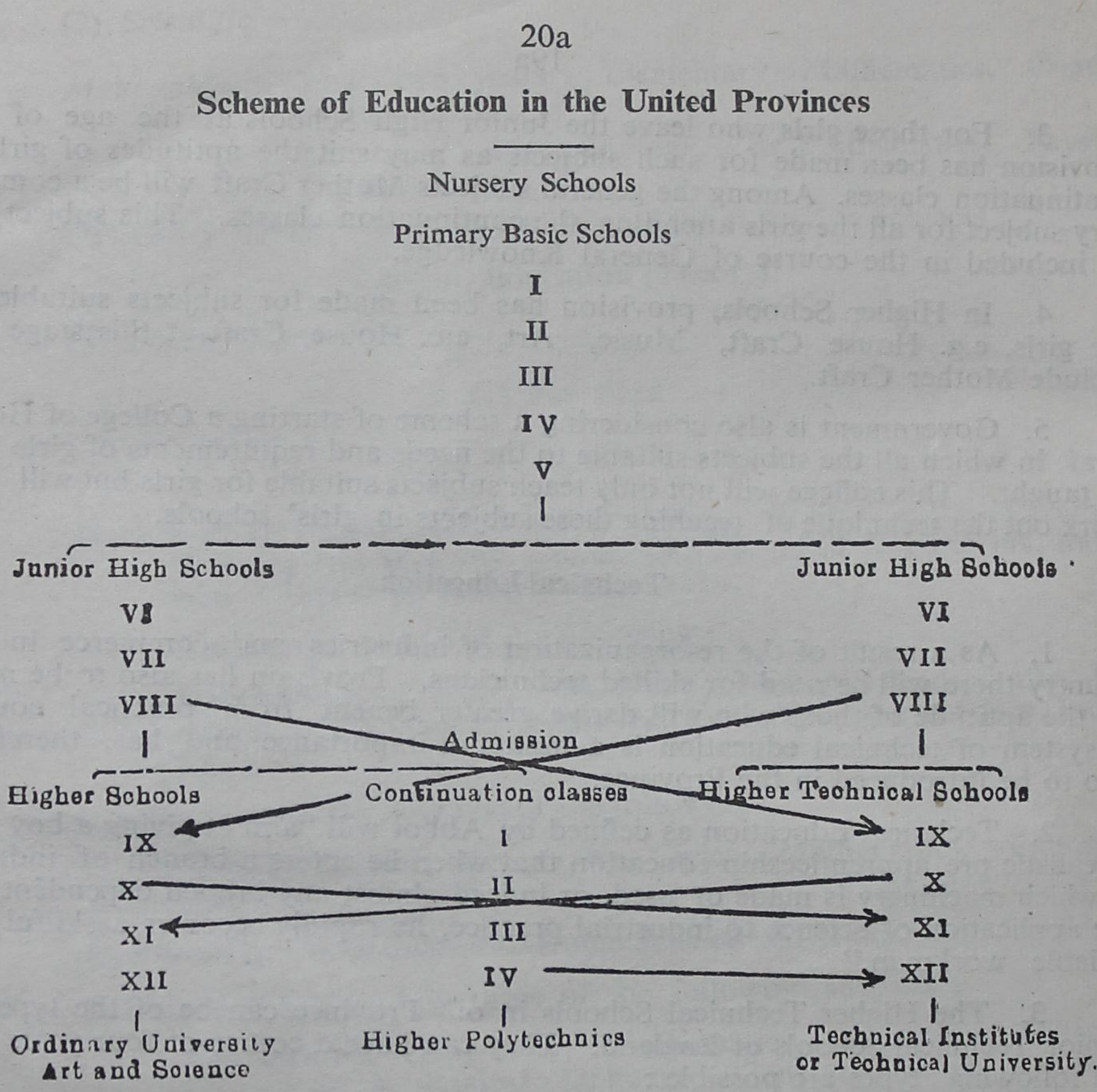
4. The Higher Technical Schools will lead to Technical Institutes with two to four years' diploma courses.

5. The continuation classes suggested in the Re-organisation Scheme can also lead to technical education.

6. Bifurcation to technical education will be allowed at the end of Senior Basic stage. The change over from one type to another type will also be allowed at the age of 15 plus.

7. The Acharya Narendra Deva Committee Report says, "Vocational Education given in the present Industrial and Technical institutions should not be completely divorced from general education and in order to maintain a proper combination of the two kinds of education they should be kept under a unified authority. The proper authority would be the Ministry of Education". If the control of Industrial and Technical Schools is transferred to the Ministry of Education it will be possible to draw schemes for a properly graded Technical Education in the province and a proper combination of the two kinds of education will thus be maintained.

Scheme of Education in the United Provinces



G. L. No. Secondary 267/XXXVII—8(4)

FROM

SHRI CHUNNI LAL SAHNEY, M.SC.,

DIRECTCR OF EDUCATION

UNITED PROVINCES,

TO

THE DISTRICT INSPECTORS OF SCHOOLS,

UNITED PROVINCES.

Dated Allahabad, June 9, 1948.

SIR,

I HAVE the honour to say that although the new scheme of Educational Reorganisation has been thoroughly explained and made clear in Order No. Secondary/48, dated May 11, 1948, published in *U. P. Gazette*, Part IV, dated May 15, 1948, yet letters are pouring in every day making inquiries on one point or the other. It seems that the scheme has not been fully explained to the members of the teaching and inspecting staff. Hence the salient features of the scheme are given below for your guidance. Please take all possible steps to explain it clearly to all concerned so that unnecessary correspondence with this office may be avoided :

From July 1948, there will be three, and only three types of schools in the Province—

(1) Basic schools comprising of classes I to V (corresponding to classes Infant to IV of the old primary schools),

(2) Junior High Schools with classes VI to VIII (corresponding to classes V to VII of Hindustani Middle Schools and classes VI to VIII of Anglo-Hindustani Schools), and

(3) Higher Secondary Schools comprising of Classes IX to XII (corresponding to the same classes of the old High Schools and Intermediate Colleges).

N.B.—Names of all institutions, under the Government, or local Boards (including the present Hindustani Middle Schools) or Private Bodies, must be changed accordingly.

The scheme removes all distinction between the Hindustani and Anglo-Hindustani Schools.

2. (*a*) In Basic Schools, fresh students, just about to begin Alphabets, will be admitted to class I as there will be no Infant class from July 1948. Failures of the Infant class will also go to this I class. Those who have been promoted from the Infant class will go to class II and those who have been promoted from class I will go to class III. The failures of class III will go to class IV and those who have been promoted from class III, will go to class V, the highest class of the Basic schools. Even before the new scheme, successful candidates from class III used to go to class IV which was the highest class of the old Primary schools. Now also they will go to the highest class of the Basic schools but now this class will be called class V.

(*b*) Those students who have been declared successful at the last Promotion Examination of class IV (the highest class of the existing primary stage) will now go to class VI (the lowest class of a Junior High School) and those who were unsuccessful at the last examination of class IV, will remain in the primary class (their same old school) and will read in class V.

(*c*) It is clear that the names of all the classes in a Basic school will be changed from July 1948.

(*d*) In a Hindustani Middle School, so far, there have been three classes, (V, VI and VII). In July 1948, also there will be only three classes and so no additional staff or room is needed on this account. But in July 1948 the names of the three classes in the Junior High Schools (converted from a Hindustani Middle School) will be as follows :

I—*Class VI*—following new curriculum published in *Government Gazette*, Part IV, dated May 29, 1948, and admitting students who have passed class IV or have failed in class V.

II—*Class VI*—teaching old course, and admitting students who have passed class V or have failed in class VI and

III—*Class VII*—teaching old course, and admitting students who have passed class VI or have failed in class VII.

(*e*) In Anglo-Hindustani institutions also, promotions to students of classes up to class IV will be given as explained in paragraphs (*a*), (*b*) and (*d*) above.

In class VI here also there will be two parallel courses, the new curriculum and the old curriculum, the former to be followed by students promoted from class IV and the latter by those promoted from class V.

(*f*) Thus it is clear that students of classes up to class IV only (and not higher) get a sort of Double Promotion and in all other classes, their progress is as usual, from one class to the next higher class.

3. In class IX also a new syllabus is being introduced. This will be followed by students who pass class VIII or fail in class IX. In classes X and XII the old syllabus will be followed.

N.B.—The Board of High School and Intermediate Education, United Provinces, Allahabad being a competent authority, has revised the syllabus for the Intermediate classes as well but it is not a part of the official Government scheme.

4. Students passing the Hindustani Middle School Examination, with or without English, will be admitted to class VIII of Higher Schools in July 1948.

5. Students, who after passing the Hindustani Middle School Examination, are reading in any special class—class VI or VII, must all be put in class VIII of Higher Schools in July 1948.

6. There will be no distinction between Hindustani and Anglo-Hindustani institutions now and students from one institution can be transferred to any other institution (up to the same class and not higher) provided there is no conflict in the subjects.

7. Hindi will be read by all students as First Language, the standard of achievement being that given in the above quoted notification. A student, whose First Language has not been Hindi so far, can be allowed to offer his old language, as an alternative to the classical language, if he so desires provided the institution can arrange for it in the Time Table.

8. Classes IX to XII form one unit and its division into two parts (*a*) classes IX and X (High School classes) and (*b*) classes XI and XII (Intermediate classes), as hitherto, cannot be allowed. An institution will either have all these four classes or none at all. Hence under the new scheme a High School should either be raised to a Higher Secondary School (i.e. it should add classes XI and XII) or should be reduced to a Junior High School (i.e. it should drop off classes IX and X).

Spare copies are being sent for distribution to all High Schools and Intermediate Colleges under you.

I have the honour to be,
SIR,
Your most obedient servant,
C. L. SAHNEY,
Director of Education,
United Provinces.

G. E. No. Secondary/ 267-I/ XXXVII—8(4)
Dated Allahabad, June 9, 1948

Copy forwarded to :

(1) Regional Deputy Directors of Education, United Provinces,
(2) The Principals of Degree Colleges, United Provinces,
(3) The Registrar, Agra University, Agra,
(4) The Principals, Government Training Colleges (both boys and girls), United Provinces
(5) The Regional Inspectresses of Girls Schools, United Provinces,
(6) The Presidents, District Boards, United Provinces,
(7) The Chairmen, Municipal Boards, United Provinces,
for information and guidance.

C. L. SAHNEY
Director of Education,
United Provinces.

APPENDIX III

(*Vide* 11 *Page* 3 *Para*)

Note on the Implementation of the Recommendations of Ist Acharya Narendra Deva Committee of 1939

Part II—College Education

Recommendation Number	*Implementation*
19	In the present curricula of Secondary Education we have been able to give a varied list of subjects which could interest the different types of students and may be up to the aptitudes and susceptibilities of the individual students. The scheme was started in July 1947. The first batch of students is appearing in the Intermediate Examination this year 1952. I think it is very premature to draw any conclusions. The courses (both for the High School and the Intermediate) have been divided into four groups : (I) Literary. (II) Scientific. (III) Constructive and (IV) Aesthetic. The main purpose in dividing the courses into these groups was that the individual student might be able to take up courses that were to his aptitude and might avoid others. Some subjects are Main in one group while Subsidiary in others. The aim of main subjects is to give greater emphasis on that subject while others may serve as subsidiary or secondary subjects. In Constructive and Aesthetic groups greater emphasis is laid on practical activities and correlation with the conditions of life.
20	Secondary Education is still considered as Subsidiary to University Education. The main reason for this appears to be the lack of sufficient openings for the students. After the Intermediate Stage majority of students have no option but to join the Universities. If more technical or Vocational institutions could be opened, the University Education might take a subsidiary place.
21	By dividing the courses at the Higher Secondary Stage into groups an attempt has been made to form a complete Unit.
22	At present the Higher Secondary Stage starts at the age of +13 and lasts for 4 years.
23	All Secondary institutions are now known as "Higher Secondary Schools". It has not been possible to have a higher standard than that of the old Intermediate.
24	At the Junior High School Stage comprising of classes VI, VII and VIII a Craft has been made compulsory. English is, however, not compulsory at all the stages.

Recommendation Number	*Implementation*
25	Except (*e*) Technical or Professional subjects all other subjects are included in the courses prescribed for the Higher Secondary Stage.
26	The different stages of Education have been divided into three stages : (i) Basic Stage—Classes I to V. (ii) Junior High School Stage—Classes VI to VIII. (iii) Higher Secondary Stage—Classes IX to XII. At present the Higher Secondary Schools are not allowed to have the Basic Classes except in a few girls schools. All Higher Secondary Schools have the Junior High School classes and the Higher Secondary Classes. Some schools have not yet been able to reach the Higher Secondary stage and thus have classes from IV to X. Students after passing the Basic Stage get admission into class VI of the Higher Secondary Schools. Some institutions specially in rural areas have only the Junior High School Classes. These are the old Hindustani Middle Schools. Thus a student after passing the Basic stage can get admission either in Class VI of a Higher Secondary School or class VI of a Junior High School. The courses of both of classes are alike.
27	This has not yet been fulfilled.
28	The terms 'High School' and 'Intermediate' have been given up and there is one unified stage. Due to lack of funds and other facilities some of the institutions could not rise to the complete Higher Secondary stage.
29	This recommendation is being worked in toto. Hindi and not Hindustani is the medium of instruction at every stage.
30	The question of syllabus may be examined by the present Committee.
31	English is no longer compulsory, but Hindi is compulsory at all stages. Physical Culture and General Knowledge are also compulsory.
32	It had not been possible to have an Industrial and Commercial survey of the Province.
33	The recommendation has not yet been finalised.
34	A College of Home Science for Women has been established at Allahabad. It trains women teachers for the Home Science subjects.
35	Not much success could be achieved in this respect. Lecture methods are still going on.
36	During the last several years Grants have been given every year to institutions to improve their Libraries.
37 and 38	This has been done. Extra-curricular activities are being encouraged.

APPENDIX IV

(*Vide* page 1, (para 1)

G. O. No. A/1550/XV—3030-52, dated March 18, 1952
appointing the new Committee.

FROM

SRI B. N. JHA, B.ED. (EDIN.).,
JOINT SECRETARY TO GOVERNMENT,
UTTAR PRADESH, LUCKNOW,

TO

THE DIRECTOR OF EDUCATION,
UTTAR PRADESH, ALLAHABAD.

Subject :—**Appointment of a Committee to examine the progress of the scheme of Secondary Education in the State.**

SIR,

ucatiotn
Deptt.

I AM directed to say that it has been urged from various quarters that the Scheme of Secondary Education introduced in the State from July 1948 needed re-examination with a view to determine how far the results expected of it had been achieved and whether any changes were required. The Governor has, therefore, been pleased to appoint the following Committee for the purpose

(1) Dr. Acharya Narendra Deva, M.A., LL.B., D.LITT., Vice-Chancellor, Banaras Hindu University, Banaras .. *Chairman.*

(2) Sri Krishna Deo Prasad Gaur, M.A., L.T., Principal, D.A.V. College, Banaras .. .. .. *Member.*

(3) Kumari K. Sabarwal, M.A., Principal, Mahila Vidyalaya, Lucknow .. .. ,,

(4) Sri B. P. Bajpai, M.A., L.T., M.L.C., Lecturer, Kanya Kubja College, Lucknow .. .. .. ,,

(5) Sri Ram Balak Shastri, Jai Narain Higher Secondary School, Banaras .. .. .. ,,

(6) Sri Raj Nath Kunzru, Manager, Victoria High School, Agra .. .. ,,

(7) Sri Ram Ballabh Sharma, M.SC., L.T., Principal, Government Higher Secondary School, Allahabad, (now District Inspector of Schools, Allahabad) .. ,,

(8) Srimati Leela Mahmood, M.SC., L.T. Principal, Government Higher Secondary School (Girls), Bareilly, (now Regional Inspectress of Girls Schools, Bareilly) .. ,,

(9) Sri Kuber Nath Sukul, M.A., B.SC.,L.T., Principal, Government Training College, Banaras, (now Principal, Government Central Pedagogical Institute, Allahabad) .. ,,

(10) Sri V. G. Jhingran, M.SC., B.ED. (EDIN.)., Principal, Dharma Samaj Training College, Aligarh .. ,,

(11) Sri G. N. Kapoor, M.SC., L.T., Headmaster, Government Higher Secondary School, Farrukhabad .. ,,

(12) Sri R.N. Gupta, M.A.,T. DIP., (LEEDS), Officiating Deputy Director of Education, Lucknow Region, Lucknow .. ,,

(13) Kumari T. Gorowala, B.A., T.DIP. (LONDON), Inspectress of Girls' Schools, Lucknow Region, Lucknow .. ,,

(14) Dr. C.M. Bhatia, M.A.,PH.D, (EDIN.)., Director, Bureau of Psychology, Allahabad .. .. .. *Member*

(15) Sri C. N. Chak, B.A., (CANTAB)., M.SC., now Deputy Educational Advisor, Ministry of Education, Government of India, New Delhi .. .. .. ,,

(16) Dr. Pyare Lal Srivastava, M.L.C., M.A., D.PHIL., (OXON), Allahabad University, 5, Lajpat Rai Road, New Katra, Allahabad .. .. ,,

(17) Professor D. P. Mukerjee, M.A., Lucknow University, Lucknow .. .. ,,

(18) Sri N. M. Antani, M.A., Professor of Chemistry, St. John's College, Agra .. .. .. ,,

(19) Sri Kailash Prakash, M.SC., M.L.A., Meerut .. .. ,,

(20) Sri Krishna Chandra, B.SC., M.P., Chairman, Municipal Board, Vrindaban (Mathura) .. .. .. ,,

(21) Sri Raja Ram M.L.A., Atrauli, district Aligarh, (now Secretary, U. P. Congress Party, VidhanBhawan, Lucknow) .. .. ,,

(22) Lt.-Col. Mr. C. Mahajan, M.A. (Oxon), M.L.A., Vice-Chancellor, Agra University, Agra .. .. .. ,,

(23) Dr. Sitaram, M.SC., PH.D., M.L.A., Deoria, (now Parliamentary Secretary to Minister of Education, Lucknow) ,,

(24) Sri Muhammad Asrar Ahmad, M.SC., LL.B,. B.T., EX-M.L.A., Badaun .. .. ,,

(25) Sri L. M. Bhatia, Director of Cottage Industries, U. P., Kanpur .. .. ,,

(26) Dr. D. R. Dhingra, M.SC., PH.D., (LONDON), Principal, Harcourt Butler Technological Institute, Kanpur .. ,,

(27) Sri K.P.S. Malani, M.A., Principal, Central Hindu College, (Kamachha Section), Banaras .. .. ,,

(28) Sri Hira Lal Khanna, M.SC., Retired Principal, Aryanagar, Kanpur .. .. ,,

(29) Sri Bhagwati Sharan Singh, B.A., LL.B., Officer on Special Duty (Education), Lucknow .. .. .. *Member-Secretary.*

2. The terms of reference of the Committee will be :

(1) To examine the new scheme of Secondary Education made operative from July 1948 with a view to determine how far the execution has been in keeping with the objects expected to be fulfilled.

(2) To examine the various groups, A,B,C,D, laid down by the Board of High School and Intermediate Education and the detailed subjects included in each with a view to seeing how far each is complete in itself and has proved to be so in the fulfilment of the objects of Secondary Education laid down in the Acharya Narendra Deva Committee Report.

(3) To determine how far boys and girls have been directed to take up different types of courses according to their predispositions and aptitudes.

(4) To determine the extent to which success has been achieved in the introduction in Government as well as non-Government institutions of the new groups C and D.

(*a*) to assess the utility of introducing the subjects in a particular area, and

(*b*) to examine the extent to which suitable provision by way of staff and equipment has been made for the successful teaching of these subjects.

(5) To examine how far the practical and industrial subjects have helped those who have taken up these courses to make them choose professions related to these activities.

(6) After assessing the merits and demerits of the execution of the new scheme to suggest ways and means in which improvements could be effected in making the secondary education scheme successful as a whole. Suggestions should also cover the financial implications of the scheme.

(7) To consider if and in what way, technical education can be co-ordinated with general education.

3. The Committee will have its headquarters at Lucknow but it may meet at Lucknow or Allahabad or Banaras or Naini Tal as necessary. It may visit any institutions if it considers necessary for purposes of this enquiry. It should submit its report within three months of its appointment.

4. The following staff is sanctioned for the work of the Committee for a period of four months from the date of entertainiment :

(1) Two assistants in the scale Rs.80—6—110—E.B.—6—140—E.B.—10—200—E.B.— 20—240 per mensem. each

(2) One Stenographer for the Secretary—Rs.100—5—150—E.B.—10—200—E.B.—20—240 per mensem.

(3) One Typist in the scale Rs.60—4—80—E.B.—4—100 per mensem.

(4) Two orderlies for the Chairman of the Committee at Rs.25—$^1/_2$—30 per mensem each.

(5) One orderly for the Secretary of the Committee at Rs.25—$^1/_2$—30 per mensem.

(6) Two Peons for the Committee's Office at Rs.25—$^1/_2$—30 per mensem each.

The incumbents of the above posts will be entitled to dearness and compensatory allowances as may be admissible to them. In case it is necessary to employ experienced hands from subordinate offices the appointed person will draw his substantive pay plus a special pay equivalent to 20 per cent. of his pay or in case he is officiating in a post from which he is not likely to revert during the period of his employment his officiating pay plus a special pay equivalent to 20 per cent. of his officiating pay.

5. The Governor has also been pleased to sanction the following contingent expenditure :

Contingencies-Contract

Stationery, Hot and Cold weather charges—potage stamps, etc. ..	Rs.3,000
Non-Contract	
Rent of furniture, typewriter, telephone, cycles, etc.	Rs.2,000
Total	Rs.5,000

The Secretary of the Committee will be the drawing and disbursing officer in respect of all payments of the Committee.

6. The Governor has been pleased to decide under Rule 20(*b*) of the Financial HandBook, Volume III, that the Chairman and non-official members of the Committee shall be regarded as belonging to the first class for the purpose of calculating their Travelling Allowance and Daily Allowance. Travelling Allowance at the ordinary rates will be admissible to them only from and to their usual place of residence and where concession fare for return journey is allowed by the railway Travelling Allowance will be limited to the actual cost of the return first class fare plus one-half of the ordinary first class fare each way.

7. The Governor is also pleased to declare under Rule 88 of Financial HandBook, Volume III that the Secretary of the Committee shall be the controlling officer in respect of the travelling allowance bills of the non-official members.

8. The expenditure will be debited to the head "57—Miscellaneous Charges—C—Special Commissions of Enquiry—Other Commissions and Committees", in the budget of the current and ensuing financial years.

Yours faithfully,
B. N. JHA,
Joint Secretary.

No. A-1550(i)/XV—3030-52

COPY forwarded for information to:

(1) Dr. Acharya Narendra Deva, M.A., LL.B., D. LITT., Vice-Chancellor, Banaras Hindu University, Banaras.

(2) All Members of the Committee.

(3) Education (B) Department.

(4) Industries Department.

FINANCE DEPARTMENT

No. A-1550(ii)/XV—3030-52

COPY also forwarded for information to the Accountant General, U. P., Allahabad.

By order,
N. C. RAY,
Assistant Secretary.

APPENDIX V

(Vide Page 2 Para 3)

Speech of Dr. Sampurnanand, Minister for Education, Uttar Pradesh delivered on March 30, 1952

I am grateful to you, Sir, for giving me this opportunity to address the members of the Committee at this, their first meeting. It is my first duty, and a very pleasant one, to express my sincere thanks to members for kindly accepting our invitation to serve on the Committee. It is heavy work that will have to be put through in a season that will become increasingly unsuitable for heavy and continued exertion.

The purposes for which the Committee has been appointed are set forth in the relevant Government Order and, to my mind, they amply justify such a step. The personnel is, on the whole, a very representative one and the number is not very large,considering the nature of the work. The first Narendra Deva Committee, set up in 1938, had twenty-seven members. I know there has been unfavourable comment in certain quarters but that, I am sure, will not deter you. You might, for instance, have noticed that a certain English daily had done the Committee the honour to devote a whole editorial to it. True to pattern, this note indulges in a wealth of insinuation and criticism of my humble self which does credit to the writer's imagnation. But how far removed such writing is from objective reality, will be evidenced by just one sentence. 'The complete absence of legislators from the personnel of the 29-member Committee cannot but arrest attention.' Even a moment's study of the composition of the Committee which was published by that very paper would have shown that it contains six gentlemen connected with the legislature. Such criticism obviously betrays a mentality which can be of no use to those engaged in constructive work. We —the officers of the department and myself—have no ambition to claim omniscience ; we do not for a single moment imagine that we have achieved perfection but we do claim to have taken up our work in all sincerity and devotion and we also claim that the results so far achieved are highly encouraging. The universities, the teachers in our schools, school managements, public spirited men of all classes and the members of local bodies have all co-operated to bring about this result and our thanks are due to them. With the fullest support of educational opinion in the State, we adopted a scheme of reform of Secondary Education in 1947. The Scheme was mainly based on the recommendations of the Narendra Deva Committee which, as we know, anticipated the recommendations of the Sargent Committee, although for some mysterious reason, the debt was never acknowledged. The Kher Sub-Committee appointed by the Central Advisory Board of Education also came to more or less the same conclusions. The Scheme has been in operation for five years and two batches of students have now studied in accordance with it. The time has, therefore, come to assess results. We are not asking you to act as our fellow-conspirators in an attempt to sabotage the Commission on Secondary Education which the Government of India proposes to set up. We shall be prepared to profit from the deliberations and recommendations of that Commission to the fullest extent. But we are not writing on a tabula rasa. We have been carrying on a great experiment and have been pioneers in the field. Many of the institutions, whose establishment has been recommended by the Central Advisory Board at its meeting held about a fortnight ago have been functioning in our State for the last three or four years. It is time now to see how far we have succeeded in achieving or approaching the ends which every scheme of Secondary Education should have before it.

There are several points of view from which the Scheme, viewed as an integrated whole, has to be judged. We want today youngmen and women who will be able to profit from the best education the universities can provide and able and eager to carry on research in various fields of knowledge. Are

those who pass out from our Higher Secondary schools men of such calibre ? Have our constructive and aesthetic classes been successful ? Their success will be gauged not by the fact they provide an easy optional subject for passing the examination but by the extent to which they enable students who join them to take up as a profession the practical subject they have studied. If youngmen who take up woodcraft, ceramics or painting run after clerkships like the others, the whole thing has been a dismal failure. Continuation classes have been started in certain places. I am not quite satisfied with the progress made in this direction either qualitatively or quantitatively. In all these cases, we want your advice and guidance. If necessary, you might visit some of the institutions where these experiments are being carried on. The Psychological Bureau, established on the basis of the recommendations of the First Narendra Deva Committee is another great experiment. It is extending its scope rapidly and we would like your advice if it is proceeding on the right lines. In this connexion, I would commend to your notice the investigations carried on by Dr. Haikerwal among the students of Higher Secondary Schools in Lucknow. Though the enquiry was confined to one district, the data collected will, with necessary adjustments, be found of general application.

Among other questions that will be referred to you will be the recommendation of the Committee on holidays and vacations. This is very important and has valuable bearings on discipline in our schools and the health of our students. Two other suggestions have often come up before us and I would like you to go into them. One is that Sanskrit should be made compulsory for all students. The other is that English should be added to the list of compulsory subjects. We know the place foreign languages occupy in the Secondary School syllabus elsewhere ; we also know that, for some time to come, it will perhaps be easier for us to teach English than any other foreign language. We shall ask you to see how far it is possible and desirable to make the teaching of a foreign language, and particularly English, compulsory.

An important term of reference to your Committee is the feasibility of bringing technical education into co-ordination with general education. As you are aware, in our State the two have so far been entirely separate from start to finish. The result does not appear to have been very encouraging so far.

The College of Domestic Science has also been functioning for a sufficiently long time for you to be justified in enquiring if it can really be expected to make a useful contribution to women's education.

No less important are the questions of religious and moral education and the need to remove the prevailing laxity in good manners.

These are only some of the problems of education, some of the questions that will come before you. As a matter of fact, every subject connected with Secondary Education, the syllabus, direction and discipline falls within your purview.

We are often accused of not having made a revolutionary change in Secondary Education. I cannot say what the term revolutionary means in this context ; probably, our critics have themselves no clear idea. But we believe that a sound system of Secondary Education should give us a body of men and women, healthy and clean in body and mind, attuned to their environment, receptive to knowledge, self-reliant and disciplined, inspired by reverence and toleration, responsive to beauty in art and nature, eager and able to perform their duty to humanity and to their mother land. This is what we are aiming at. I am eagerly looking forward to your report to help us in evolving such a system, so far as our resources will permit.

I have no doubt that like its predecessors, the report of this Second Narendra Deva Committee will enable us to take a further forward step in the right direction.

SAMPURNANAND.

APPENDIX VI

(*Vide Page 7 para 7*)

Press Communique no. 128, dated April 4, 1952 issued by the Secondary Education Reorganization Committee, Uttar Pradesh

The Government of Uttar Pradesh appointed a Committee in 1938 to examine the condition of education at the primary and secondary stages in this State, in all its aspects, and to suggest improvements with a view to reorganising the whole educational system, then prevailing, to raise the standard of education by giving it different types of bias, chiefly vocational and to recommend how the educational courses should be divided into several self-contained stages.

The Committee submitted an exhaustive report in 1939 when the first Congress Government was in office. But that Government having gone out of office very shortly after, the recommendations of the committee, as far as they related to secondary education, could not be implemented until after the Congress Government again assumed office, and the revised scheme of secondary education in this State was formally introduced from July 1948.

Although the new scheme has now worked for only four years, it has been felt in various quarters that the scheme of secondary education needs re-examination with a view to determining how far the results expected of it have been achieved and whether any changes have become necessary. Government therefore, has appointed this fresh Committee with the following terms of reference and directed it to submit its report within three months:

(1) To examine the new scheme of secondary education made operative from July 1948 with a view to determining how far the execution has been in keeping with the objects expected to be fulfilled.

(2) To examine the various groups A,B, C and D, laid down by the Board of High School and Intermediate Education and the detailed subjects included in each with a view to seeing how far each is complete in itself and has proved to be so in the fulfilment of the objects of secondary education laid down in the Acharya Narendra Deva Committee Report.

(3) To determine how far boys and girls have been directed to take up different types of courses according to their pre-dispositions and aptitudes.

(4) To determine the extent to which success has been achieved in the introduction in Government as well as non-Government institutions of the new groups C and D:

(*a*) to assess the utility of introducing the subjects in a particular area, and

(*b*) to examine the extent to which suitable provision by way of staff and equipment has been made for the successful teaching of these subjects.

(5) To examine how far the practical and industrial subjects have helped those who have taken up these courses to make them choose professions related to these activities.

(6) After assessing the merits and demerits of the new scheme, to suggest ways and means in which improvements could be effected in making the secondary education scheme successful as a whole. Suggestions should also cover the financial implication of the scheme.

(7) To consider if, and in what way, technical education can be co-ordinated with general education.

(8) To examine the working of the continuation classes in Government and non-Government schools and to determine how far the objects expected have been fulfilled, and also to make recommendations about the syllabus, eligiblity for admission and the award of a certificate to successful candidates, and the equivalence of such a certificate.

The Hon'ble Minister of education, while inaugurating the first meeting of this Committee on March 30, 1952, mentioned that the Committee should also offer advice on the following items connected with the above terms of reference :

(1) Whether the Psychological Bureau, Allahabad, established on the basis of the recommendations of the first Acharya Narendra Deva Committee and its five regional branches, subsequently established, are proceeding on right lines.

(2) Whether the College of Domestic Science for Women Allahabad, can really be expected to make a useful contribution to Women's education.

(3) Whether the recommendations of the Committee on Holidays and Vacations, which have a very important and valuable bearing on discipline in our schools and the health of our students, should be accepted *in toto* or with any modification, and implemented at an early date.

(4) Whether it would be possible and desirable to impart and encourage religious and moral instruction and whether any positive steps can be taken to improve the present deterioration in good manners ?

(5) Whether Sanskrit should be made compulsory for all students and whether English should be added to the list of compulsory subjects (as it was before 1948 except in the Hindustani Middle Schools).

(6) Whether technical education can be brought into co-ordination with general education, the two having been, so far, entirely separate from one another from start to finish.

The Committee is most anxious to secure the co-operation of all those who are interested in secondary education. It has, therefore, decided at its first meeting held on March 30 and 31, 1952 to invite informed criticism of the scheme in operation and also constructive proposals made with a view to effect improvements. Such criticism and proposals will be welcomed by the Committee and will receive its most careful consideration.

The Committee is particularly anxious to know the opinion of heads and teachers of recognised secondary institutions. In order to achieve this object the Director of Education has been requested to take necessary steps to collect considered opinions of heads of institutions and make such opinion available to the Committee. The Committee feels confident that educationists and the general public will also help it in arriving at correct decisions by offering their valuable co-operation and the Committee would be grateful if those intersted in the subjects covered by its terms of reference would make their suggestions available to it by the 1st of May, at the latest.

APPENDIX VII

(Vide Page 9, Para. 9)

List of institutions visited by the U. P. Secondary Education Re-organisation Committee in April and May 1952.

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1. Anglo-Bengali Inter. College, Allahabad.
2. C. A. V. Higher Secondary School, Allahabad.
3. Kulbhasker Higher Secondary School, Allahabad.
4. Government. Inter. College, Allahabad.
5. Colonelganj H. S. School, Allahabad.
6. K. P. Inter. College, Allahabad.
7. Crosthawaitc Girls College, Allahabad.
8. Prayag Sangit Samiti, Allahabad.
9. Home Science Deptt. of Agricultural Institute, Naini, Allahabad.
10. Government College of Domestic Science for Women, Allahabad.
11. Government Bureau of Psychology, Allahabad.
12. Government Central Padagogical Institute, Allahabad.
13. Visual Aid Centre under Social Education Scheme of U. P. Govt.' Allahabad.
14. Government Nursery School, Allahabad.
15. Governmet Central Library, Allahabad.
16. Government Basic Training College, Allahabad.
17. Cane Weaving Development Centre of Cottage Industries, Allahabad.
18. I. T. College for Women, Lucknow.
19. Fruit Preservation Centre, Lucknow.
20. Japanese Machine Working Centre, Daliganj, Lucknow.
21. Government. Precision Instruments Factory, Lucknow.
22. Government Technical School, Lucknow.
23. Government School of Arts and Crafts, Lucknow.
24. Government Constructive Training College, Lucknow.
25. U. P. Government Handicraft Centre, Hazratganj, Lucknow.

APPENDIX VIII

(Vide Page 9, Para. 10)

List of witnesses examined by the main Committee,

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1. Dr. R. K. Singh, M. A., Ph. D., Principal, B.R.College, Agra.
2. Sri P. C. Goswami, B. Sc., L.T., Principal, B.R. H.S. School, Agra.
3. Sri Hridaya Narain Singh, M.L.C., Principal, Tilakdhari Singh H.S. School, Jaunpur.
4. Sri Shanti Swarup Agarwal, M.L.C., Principal, C. & I. H. S. School, Hapur.
5. Dr. L. Mukerjee, Propaganda Secretary, U. P. Secondary Education Association, Lucknow.
6. Sri Hardwari Lal Tandon, Principal, G. N. Khattri Inter. College, Kanpur.
7. Sri M. Doutre, Principal, La-Marteniere College, Lucknow.
8. Sri Shubhada Tailang, Principal, B. H. U., Girls Inter. College, Banaras.
9. Sri C. N. Hangal, M. Sc., L.T., Principal, Queens Inter. College, Banaras,
10. Sri Madan Mohan, Principal, Meerut College, Meerut.
11. Dr. Mangal Deva Shastri, Retd. Principal, Govt. Sanskrit College, Banaras.
12. Sri Mukat Behari Lal, M.L.C., Professor, B.H.U., Banaras.
13. Dr. Ishwari Prasad, M.A., D. Litt., Professor of History and Politics, Allahabad University, Allahabad.
14. Sri Nirmal Chandra Chaturvedi, M.L.C., Advocate, Lucknow.
15. Sri Bimla Nand Ghosh, M. A., Professor, Govt. C. P. Institute, Allahabad.
16. Professor Kali Prasad, Head of Deptt. of Psychology and Edcn., Lucknow University.
17. Sri A. K. Sanyal, Secretary, Board of High School and Intermediate Education, U.P., Allahabad.
18. Sri Parmanand, M. A., Retd. Secretary, Board of H. S. and Inter. Education, Allahabad.
19. Sri S. N. Mehrotra Psychologist, Govt. Bureau of Psychology Allahabad.

List of witnesses examined by the Text-Books sub-committee

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1. Sri Onkar Sahai Srivastava, Representative, Indian Press, Lucknow.
2. Sri L. P. Bhargava, Bhargava School Book Depot, Lucknow.
3. Sri Shri Ram Mehra, Publishers and Printers, Mehra Book Depot, Agra.
4. Dr. A. R. Pachauri, O. S. D. (Text-Books), U. P. Lucknow.
5. Sri B. S. Sial, O.S.D. (Secondary), U.P., Lucknow.
6. Dr. Ram Karan Singh, Principal, B. R., College, Agra.
7. Dr. R. K. Sharma, Principal, Bareilly College, Bareilly.
8. Miss Ava S. Hunt, Vice-Principal, I. T. College, Lucknow.
9. Miss Bina Roy, Lecturer I. T. College, Lucknow.
10. Sri Shri Dhar Singh, Principal Govt. Jubilee Inter. College, Lucknow.

APPENDIX IX (vide page, 27 para 19)

Statement of preseni courses running in the Technical and Industrial schools of Uttar Pradesh

Serial number	Name of the course	Name of the institution where the courses are being taught	Present duration of courses	Proposed duration of courses	Admission qualification
1	Wire-men Class	Government Technical Institute, Lucknow	One year	One year	Read upto IV standard.
2	Radio Mechanics	Government Occupational Institute, Lucknow.	Ditto	Ditto	Up to High School with Drawing.
3	Electrical Instruments	Ditto ditto ..	Ditto	Ditto	Ditto Ditto.
4	Welders Gas and Electric	Ditto ditto ..	Ditto	Ditto	Up to VIII class standard.
5	Plumbers ..	Ditto ditto ..	Ditto	Ditto	Ditto Ditto.
6	Tin and Copper Smithy	Ditto ditto ..	Ditto	Ditto	Ditto Ditto.
7	Moulders ..	Government Technical Institute, Ghazipur	Ditto	Ditto	Middle School pass.
8	Welders ..	Ditto ditto ..	Ditto	Ditto	Preference to High School or Senior Cambridge.
9	Smithy ..	Ditto ditto ..	Ditto	Ditto	Able to read and write.
10	Artizan Weaving Class	Government Central Weaving Institute, Banaras.	Ditto	Proposed to be deleted.	
11	Junior Class ..	Ditto ditto ..	One year	Two years	Able to read and write.
12	Artizan Weaving Class	Government Model Weaving School, Mau.	Ditto	Two years	Read up to VIII Class.
13	Turner	Government Occupational Instt. Alld.	Ditto	One year	Ditto Ditto.
14	Copper and Tin Smithy	ditto Ditto		Ditto	Ditto Ditto
15	Artizan Weaving Class	Government Weaving and Cloth Printing School, Bulandshahr.	Ditto	Proposed to be deleted.	It is proposed to start 2 years Elementary Weaving course instead.
16	Artizan Weaving Class	Government Polytechnic, Tehri ..	Ditto	Ditto	..

Serial number	Name of the course	Name of the institution where the courses are being taught	Present duration of courses	Proposed duration of courses	Admission qualification.
17	Artizan Weaving Class ..	Pt. J. J. Polytechnic, Almora ..	One year ..	One year ..	
18	Artizan Weaving Class ..	Government Polytechnic, Srinagar ..	Ditto ..	Ditto ..	
19	Embroidery and Knitting ..	Government Womens Domestic School, Rampur.	Ditto ..	Ditto ..	
20	Asni and Niwar Weaving ..	Ditto ditto ..	Ditto ..	Ditto ..	
21	Calico Printing	Ditto ditto ..	Ditto ..	Ditto ..	*To be Elementary weaving course.
22	Artizan Weaving Class ..	Government Industrial School, Charkhari	Ditto ..	Two years*	
23	Darry and Niwar Weaving ..	Ditto ditto ..	Ditto ..	One year	
1	Motor Mechanics ..	Government Occupational Institute, Lucknow.	Two years	Two years	Up to High School.
2	Artizan Class	Government Tech. Institute, Gorakhpur	Two years	Two years	Up to VIII class.
3	Mill wright	Government Technical Instt., Ghazipur	Two years	Two years	
4	Machinist	Ditto ditto	Two years	Two years	
5	Artizan Course in Dyeing and Printing	Government Central Textile Institute, Kanpur.	Two years	Proposed to be deleted	
6	Part-time Apprentice in Card. Spg. and Wvg.	Ditto ditto ..	Ditto ..		
7	Advance Class	Govt. Central Wvg. Institute, Banaras	Two years	..	
8	Drawing Training Class	Government School of Arts and Crafts, Lucknow.	Ditto	..	
9	Non. Artizan Class ..	Government B.P.K. Indl. School, Banaras	Ditto	..	
10	Artizan Cabinet Making ..	Government Central Wood Working Institute, Bareilly.	Ditto ..	Deleted.	

11	Painting and Polishing	Ditto	ditto	..	Two years	Two years
12	Up-holstery Class	Ditto	ditto		Ditto	Ditto
13	General Wood Wkg. class ..	Government Carpentry school, Allahabad				
14	Paints and Polishing ..	Ditto	ditto	..	Ditto ..	Ditto ..
15	General Machinists	Government Occupational Institute, Allahabad.			Two years	Two years ..
16	Tool maker ..	Ditto	ditto		Ditto	Ditto ..
17	Leather Working	Government Leather Working School, Kanpur.			Ditto	Ditto ..
18	Tanning Class	Government Tanning School, Fatehgarh			Ditto	Ditto ..
19	Artizan Class ..	Government Metal Working School, Aligarh			Ditto	Ditto ..
20	Dyeing and Printing	Government Weaving and Colth Printing School, Bulandshahr.			Ditto	Ditto ..
21	Tailoring ..	Government Polytechnic, Tehri Garhwal			Ditto	Ditto ..
22	Cane Making ..	Ditto	ditto		Ditto	Ditto ..
23	Dyeing and Printing	Government Pt. J. J. Polytechnic, Almora			Ditto	Ditto ..
24	Leather working ..	Ditto	ditto		Ditto	Ditto ..
25	Tailoring ..	Government Polytechnic, Srinagar			Ditto	Ditto ..
26	Tailoring ..	Govt. women's Domestic School, Rampur			Ditto	Ditto ..
27	Leather Working ..	Government Industrail School, Charkhari			Ditto	Ditto ..
28	General Mechanics	Government Ch. Mukhtar Singh Polytechnic, Meerut.			Ditto	Ditto ..
29	Motor Mechanics	Ditto	ditto		Ditto	Ditto ..
30	Sheet Metal Smithy	Ditto	ditto		Ditto	Ditto ..
31	Electroplating ..	Ditto	ditto		Ditto	Ditto ..

Serial number	Name of the course	Name of the institution where the courses are being taught	Present duration of courses	Proposed duration of courses	Admission qualification
32	Electrical Wiring and Armature Winding	Ditto	ditto ..	Ditto	Ditto ..
33	Motor Mechanics ..	Government Polytechnic, Dehra Dun	Ditto	Ditto	..
34	Wire man Class	..	Ditto ..	Ditto ..	..
35	Diploma Courses ..	H. B. Technological Institute, Kanpur	Ditto	Ditto ..	B. sc. Pass.
1	Light Machine Mechanics ..	Government Technical Institute, Lucknow	Three years	Three years	VIII Class standard.
2	Painting	Ditto	ditto ..	Ditto	Ditto.
3	Senior Class	Government Central Weaving Institute, Banaras.	Ditto	Four years	
4	Mechanics	Government Metal Working School, Aligarh	Ditto	Three years	
5	Carpentary ..	Government Polytechnic, Tehri-Garhwal	Ditto	Two years	
6	Carpentry	Government Pt. J. J. Polytechnic, Almora	Ditto	Ditto	
7	Carpentry	Government Polytechnic, Srinarar	Ditto	Ditto	
8	Carpentry	Government Industrial School, Charkhari	Ditto	Ditto	
9	Chemical Technology ..	Government Polytechnic, Daurala	Ditto	Three years	I.S.C. with Physics, Chemistry and Mathematics.
10	Carpentry Class	Government Polytechnic, Dehra Dun	Ditto	Two years	
11	Elementary Cab. making Class	Government Central Wood Working Institute, Bareilly.	Ditto	Three years	
1	Post Diploma Course ..	H. B. Technological Institute, Kanpur	Three years	Two years	Diploma course of H. B. T. I.
2	Technical and Electrical Engineering	Government Technical Institute, Jhansi	Four years	Four years	High School with Science.
3	Tex. Tech. Card. and Spg. ..	Government Central Textile Institute, Kanpur	Ditto	Ditto	

4	Tex. Tech. Weaving ..	Ditto	ditto ..	Ditto	Ditto	Ditto.
5	Chem. Tech.	Ditto	ditto ..	Ditto	Ditto	Ditto
6	Advance Wood Working Class	Government Carpentary School, Allahabad		Ditto	Ditto	Elcmentry Wood Working Pass.
1	Mechanical Engineering ..	Govenment Technological Institute, Lucknow		Five years	Five years	High School with Science.
2	Electrical Engineering ..	Ditto	ditto	Ditto	Ditto	Ditto
3	Mechanical and Electrical Engineering	Government Technical Institute, Gorakhpur		Ditto	Ditto	Ditto
4	Fine Arts Class	Government School of Arts and Crafts, Lucknow.		Ditto	Ditto	IX class with Science.
5	Iron Work Class	Ditto	ditto	Ditto	Three years	Ditto
6	Wood Work Class ..	Ditto	ditto	Ditto	Ditto	Ditto
7	Art Printing	Ditto	ditto	Ditto	Ditto	VIII standard.
8	Drawing for Reproduction Class	Ditto	ditto	Ditto	Five years	IX. class standard.
9	Archl. Design and Draftsman Class	Ditto	ditto	Ditto	Ditto	Ditto
10	Goldsmithy Class ..	Ditto	ditto	Ditto		
11	Artizan Courses in - ..	Government B. R. Industrial School, Banaras		Ditto	4 years	Junior High School.
	1. Repouse and Chasing 2. Metal Casting and Clay Modelling 3. Engraving and Enamelling 4. Drawing and Designing 5. Shape making and Polishing, 6. Electroplating and electroPolishing,					
12	Advance Cab. Making Class	Government Central Wood Working Institute, Bareilly.		Ditto	Ditto	Elementary Cab. making class.
13	Teachers Training Class ..	Government Carpentry School, Allahabad		Ditto	Five years	Advance Cab. making pass.
1	Foreman Cab. Making and Joinery	Government Central Wood Working Institute, Bareilly.		Seven years	Ditto	Adv. Cab. Mkg. class

APPENDIX X

(Vide *page* 42, *para*. 9)

Scheme of scaling of teachers' marks

It consists in using an exact statistical method to transform teachers' assessment so that the average mark and the spread of the marks in a school become the same as the average mark and the spread of the marks made by the same pupils in a uniform external test in the subject in question. When this is done, the teachers' assessments become comparable between school and school and, in particular, the standard of attainment represented by the pass mark is the same in all schools*.

The following diagram illustrates the working of the scaling procedure for students from two schools.

The teacher's raw marks for the first school range from 25 per cent. to 88 per cent. with an average of 56.5 per cent. The marks scored by the students from this school on the uniform test, which are shown in the second column, are somewhat more widely spread, and their average is only 44.5 per cent. The order of merit on the uniform test is also different from that of the teachers' marks ; as indicated on the diagram, the first three pupils in the teachers' list take second, first and sixth places respectively in the uniform test. The teacher's scaled marks for this school, which are shown in the third column, have the same spread and average as the marks scored by the pupils in the uniform test, but the teacher's order of merit is restored.

DIAGRAM

Pupils from First School .. X

Pupils from Second School .. 0

1 2 3

Individual Pupils Marked. .. X X X

Percentage marks	Teachers' raw marks.		Marks in uniform test.		Teachers' scaled marks.	
	First School	Second School	First School	Second School	First School	Second School
89—100	1					
81—88	X				1	
	23		2			
73—80	XX	O	X	OO	X	OO
			1		23	
65—72	XXXX	O	XX	OOOO	XX	OOOOO
			3			
57—64	XXXXXX	OO	XXXX	OOOOOO	XXXX	OOOOOO
49—56	XXXXXX	OOOO	XXXX	OOOOOO	XXXX	OOOOOO
41—48	XXXX	OOOOO	XXXXXX	OOOOO	XXXXXX	OOOO
33—40	XX	OOOOOO	XXXX	OO	XXXX	OO
Pass Mark						
25—32	X	OOOO	XXXX	O	XXXX	O
17—24		OO	XX		XX	
9—16		O	X		X	
0—8		O				

*Mehrotra, S. N., Examinaton and Scaling Procedute, 'Shiksha', July 1950, pp. 108—119.

The teacher's raw marks for the second school range from 0 per cent. to 80 per cent. with an average of 40.5 per cent. The marks scored by the students from this school on the uniform test, which are shown in the second column, are somewhat less widely spread, and their average is 56.5 per cent. The marks of the students from the second school rise in scaling. If the teacher's raw marks had been used for certificate purposes, 27 pupils out of 28 from the first school would have passed, and 8 pupils out of 28 from the second school would have faild. After scaling, the numbers passing from the two schools would be 21 and 27 respectively. Thus, it will be noted that after scaling, the teacher's marks are comparable from school to school both in standard of marking and in spread of marks, but the order of merit for any school is the teacher's order and not that of the external test.

On the result of the uniform test applied to the whole group of students from a school, the teacher's assessments can be scaled by a relatively simple procedure, for a full description of which chapter V of Mc Clelland's book* may be consulted.

The scaling is effected by means of the equation,

$$T_S = M_e + \frac{SD_e}{SD_t}(T - M_T)$$

T—Teachers' unscaled mark
Ts—Teachers' scaled mark
MT—Mean of Teacher's unscaled marks
Me—Mean of marks in external test
SDe—Standard Deviation of marks in external test
SDt—Standard Deviation of teacher's unscaled marks

Scaling when number is small

When the number of students in a subject from a school is very small as may be the case with some of the optional subjects, the procedure of scaling described above is not likely to be as satisfactory as when the number of students is large. When the number of cases is very small, less than 10, the mean and standard deviation of teachers' marks and also those of scores on objective test may not be very reliable, and it is not unlikely that the scaled marks obtained on the basis of the scaling equation given above may in some cases adversely affect the result of borderline students. In order to protect such cases against failure due to the mere fact of scaling being not very reliable, it has been considered necessary to provide a safeguard *viz.*, that if a student fails on the basis of scaled mark but obtains a pass on the teacher's unscaled marks and also on the external objective test he may be considered a pass and the minimum score necessary for success in a subject may be credited to his total.

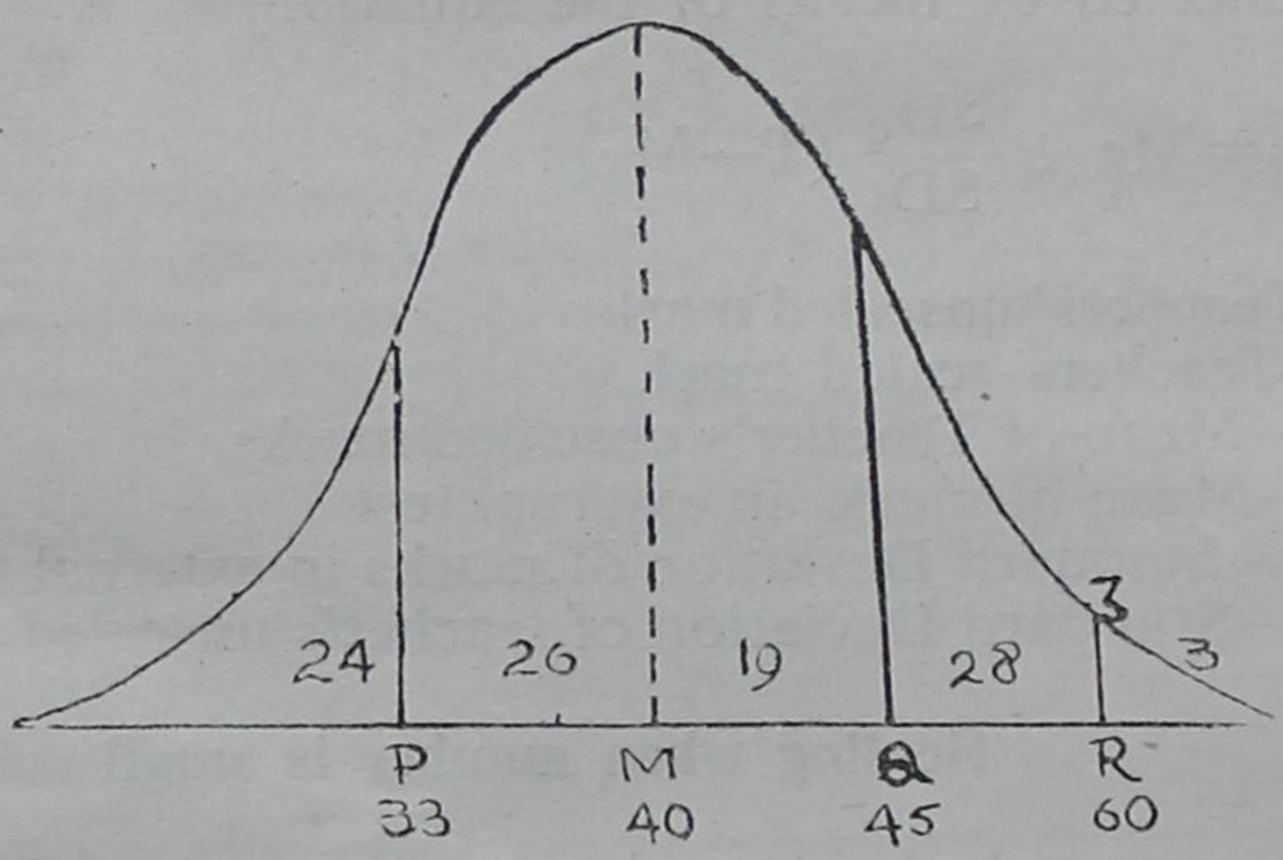
This safeguard introduced for the benefit of students when their number in a subject in a school is less than 10, does not really give them a double advantage as it may appear ; it is provided only to protect deserving borderline students against the operation of chance element too heavily. Because the scaling process with small numbers may not be reliable, a failure here may not really mean a failure, and in such a case the other two measures of his achievement *viz.*, teacher's unscaled mark and his score on objective test should, therefore, be taken into account in determining the pass or fail in the subject concerned. With large numbers the scaling process is perfectly reliable and the scaled mark obviously is the best of the three measures of a student's achievement, and it should, therefore, be accepted as it is.

*Mc Celland, W (1942) Selection for Secondary Education. Publication of the Scottish Council for Research in Education XIX, International Examination Enquiry, University of London Press.

Fixing percenages under various categories

Under the existing system the minimum mark for a distinction is 75 per cent; for first class, 60 percent. ; for second class, 45 per cent. ; for third class, 33 per cent. and for fail, below 33 percent. On this standard let us say about 24 per cent. of regular students fail in a subject, about 45 percent. are placed in third class, about 28 per cent. in second class and about 3 per cent. in first class. The percentages under various categories vary from subject to subject and in the same subject from year to year. We are using the percentages given above purely for purposes of illustration and would like to emphasize that they must not be understood as generally applicable.

On the assumption that regular students for the High School examination in any subject distribute themselves normally in their attainments, we may represent roughly the minimum marks for various categories and the percentage of students under each category on the normal probability curve as shown below :



Points 'P' and 'Q' being assumed to be fixed and also that the 45 per cent. third divisioners distribute themselves about the mean as shown on the curve, it can be inferred that the mean of marks would be about 40 and standard deviation 10.

The mean and S. D. being determined, and the minimum mark for second division being fixed at 45, the percentage of second divisioners may be statistically calculated as 28. Similarly the percentage of first divisioners would work out as about 3. The percentage of distinctions would be very very small indeed.

Now it is obvious from the curve that once the minimum marks for various categories have been permanently fixed, the percentage of candidates falling under each category would depend on the mean and standard deviation that may be adopted. If it is desired that the percentage of candidates under each category may be kept about the same as obtained now (to be determined by careful statistical examination of the existing results), the mean and standard deviation of objective tests will have to be adjusted (in terms of the example given above for illustration) at about 40 and 10 respectively. In future, if the percentages are to be altered owing to improvements in education the mean of objective tests will have to be raised and the standard deviation adjusted accordingly. The examining body will be able to make these adjustments easily by transforming the raw score on objective tests to the standardised scores having the desired mean and standard deviation. The process of transformation is explained at fuller length in the following note.

It cannot be over-emphasised that figures used in this note are not factual, they are purely illustrative, and should be understood as such.

Transformation Tables and Ready Reckoners

In order to make the standard of marking uniform in all the subjects over all the schools teachers' marks will be scaled with the help of state-wide objective tests, but as the objective tests themselves will not be standardised, it is necessary first to make the raw marks on all the objective tests comparable. Raw scores on each objective test should, therefore, be transformed to a predetermined mean and a standard deviation. Supposing the existing standards (to be determined by statistical examination of the existing results) are to be preserved , the desired mean in a subject, for example, may be about 40 and the standard deviation about10(*see* previous page) Therefore, the raw scores on objective tests in that subject should be so transformed that the mean of standardised scores in that subject be 40 and their standard devaition 10. Thus scores will become comparable from subject to subject.

The scaling of teachers' marks with the help of objective tests, therefore, seems to involve,theoretically,two scaling processes, but in actual practice only one simple process is required. The mean Mr and standard devaition SDr of the raw objettive scores of a particular school in a particular subject correspond to the mean Ms and standard deviation SDs of the standardised objective socres (known immediately from the transformation table, one for the whole state in each subject). Mean Mt and standard deviation SDt of the teacher's marks in the subject are scaled to Ms and SDs directly (and not in any intermediate process to Mr and SDr.

Example—Let the Transformation Table for objective test in History, only one for the whole state, be, for example, as follows :

Transformation Table

History objective Test

	Raw Score	Standardised Score
M+3SD	92	70
M+2SD	78	60
M+SD	64	50
M	50	40
M—SD	36	30
M—2SD	22	20
M—3SD	8	10

$M_r=60$, $SD_r=14$, $M_s=40$, $SD_s=10$

Transformation tables, it may be pointed out, need not necessarily be prepared on the assumption of a linear relation between two variables. To make desired alterations at any levels of the scale necessary statistical variations may be introduced. This will enable the fixation of the percentages of first classes and distinctions at any figures considered suitable.

Now let the Mt and stondard deviatinn SDt of the teachers' marks in History for a School be 38 and 12 respectively and the mean Mr and standard deviation SDr in the objective test in History for the same school be64and 21 respectively.

Then it is seen that the latter figures correspond to 50 and 15 ie.(21x10/14) respectively in the standardised score. Therefore, 38 and 12 correspond finally to 50 and 15 respectively and the ready reckoner for scaling the teacher's marks in that school in that subject is as follows :—

Ready Reckoner

For scaling teacher's marks in History for a school

	Teacher's Raw Marks.	Scaled Marks.
M+3SD	74	95
M+2SD	62	80
M+SD	50	65
M	38	50
M—SD	26	35
M—2SD	14	20
M—3SD	2	5

Figures used in this example are purely illustrative and should be understood as such.

Ready reckoners like the one shown above for scaling teachers' marks, one in each subject for each school, can be prepared easily by the staff of the District Examination Board.

Method of ascertaining the suitability of the New System

Among the various of techinques that may be employed to ascertain the suitability of the new system and its superiority or otherwise over the existing scheme of examination one may be the Questionnaire method. A questionnaire will be issued to the heads of the institutions participating in the experiment to express their considered opinions on a five-point scale whether the new system is

1. Much Fairer.
2. Fairer.
3. More or less equally fair.
4. Less fair.
5. Distinctly less fair.

than the existing system. It is of course presumed that these heads of institutlons will have before them the marks obtained by their pupils in the High School Examination as well as the teacher's scaled marks.

While expressing their opinions the heads of institutions (and others)will take into account various considerations e.g. the reliability, validity and adequacy of tests, their objectivity, uniformity and ease of marking, the time factor and other educational considerations. There may be other questions as to the specific points in which the results on the new system are fairer or less fair than on the old system such as in the pass percentage, the number of first , second and third divisioners etc. The questionnaire would be a carefully planned document prepared by experts.

These opinions will be tabulated and examined both qualitatively and quantitatively to determine the suitability or otherwise of the new system as a substitute for the existing system. The conclusions will be checked by other statistical techniques.

APPENDIX XI

(*Vide* page 49, para. 6)

SUMMARY OF THE RECOMMENDATIONS OF PROF. KALIPRASAD, HEAD OF THE DEPARTMENT OF EDUCATION AND PHILOSOPHY, LUCKNOW UNIVERSITY, AND THE COMMENTS OF DR. C. M. BHATIA, DIRECTOR OF THE BUREAU OF PSYCHOLOGY, ALLAHABAD THEREON.

Recommendations of Professor Kali Prasad	*Comments of Dr. C. M. Bhatia,*
1. The Bureau ofPsychology should aim at present at a programme of Educational testing and educational services i.e. it should confine itself to activities included in paragraphs a, b, c, for the present with necessary qualifications and amendments.	1. I agree with this except that our tests should not be applicable to people from all strata of society. If this is followed not only will the standardisation be technically unsatisfactory and often invalid (for a sample must be representative) but quite a section of the population who may even now not be attending school for some reason or the other particularly in rural areas be altogether left out. The Bureau has already done valuable work in connection with Rural intelligence and I think more needs to be encouraged. No strata of society can and should now be left out in test construction and standardisation. Of course the tests of the Bureau do deal and should deal with children or youth only.
2. I t should omit from its scope, at present, activities outlined in paragraphs e, f, g, h.	2. I agree with the omission of aim (f) but not at all with (e) (g) and (h) for the reasons given elsewhere. In regard to (e) in connection with technical qualifications of persons engaged in this work I have further to add that members of our staff should certainly be sent abroad for further training. But it is wrong to say that the present staff is unqualified for the type of case-work that we undertake at present. Moreover if the Bureau suspends this activity altogether, the position in this respect will worsen and not improve, for the work will be completely taken up by those who have no professional standards to maintain and no reputation at stake. The fact is that trained personnel in this respect is not to be had anywhere in India except in institutions such as the Bureau where by careful guidance and supervision, some

nucleus of scientific work has been laid down. The proper step is not to scrap this work but to develop it by providing further opportunities for training to those actually doing it satisfactorily at present. Postponing the work means effectively the same thing as stopping it.

3. It should make no attempt at carrying out programmes of therapy or psychoanalysis or such clinical work.

3. A few words particularly about the Personal Guidance work may also be added here because this is very often misunder-stood and very vaguely criti-sized. Personal Guidance essentially deals with emotional aberrations. The extreme forms of emotional aberrations are naturally of a serious nature and need very careful handling. Hospitaliza-tion in such cases, specially for adults, is essential. But the range of emotional aberrations is very wide and emotional aberrations of a minor nature are apt to be found in most cases that parents refer to even for Educational and Vocational Guidance diagnosis. Ordin-ary Personal Guidance work is, therefore, neither taboo in an ordinary Psychologi-cal practising institution nor is indeed desirable or even possible. The indivi-dual is an indivisible whole and any Psychological institute has to be competent to deal with the whole per-sonality although of course as already hinted above, treatment of and research in special emotional symptoms fall in the domain of specialized institutions. In Britain, of which the present Director has intimate first hand and recent experi-ence, this work is a regular part of the duties of the Psychological Clinics attached to the Local Educational Authorities. Indeed most of this work which is simply of a Remedial nature is carried on in the school itself under the name of Remedial Classes for the needy children by suitably trained teachers under the general guidance of the local Psychological Clinic. Such methods as Play Therapy, Conselling, Persuasion and Remedial Teaching are freely and very advantageously emp-loyed. Two points thus need to be noted here, firstly that Personal Guid-ance work is not synonymous with

Psycho-analysis, and secondly that Personal Guidance with children and youth can essentially be done only by the school Psychological service, because in a sense educational, vocational and personal guidance work are an integral whole even though the former two are essentially diagnostic and the last essentially remedial.

The Bureau realizes more than perhaps anybody else the professional responsibility of dealing with individual cases particularly the remedial. But if the Bureau can not take the professional responsibility for such cases I do not know who else can. Surely it can not be left to individuals or institutions who have not even one-tenth the technical competence and sense of professional responsibility which naturally the Bureau has. In the present state of affairs, it would be suicidal for psychological practice if the Bureau were to shirk this responsibility or was made to give up this work, for a professional psychological body in the country competent to lay down standards and enforce them has yet to come. There being also no legal bar in the country in this matter, the work in such circumstances might be taken up by those who are perfectly unethical and professionally incompetent. In the above circumstances, the Bureau has not hesitated to tackle cases on an individual basis including those of a Remedial nature if on the examination of a case the Bureau felt that it would be able to render the necessary useful help. All such cases have been taken up after consideration of the merits of an individual case, and the Director has personally scrutinized such cases before arriving at a decision. We find that we have been correct in the selection of our cases, have handled them correctly from a technical point of view (all this material was laid before Prof. Kali Prasad), and have already made a certain impression on those whom we have been able to serve. The demand in this respect has been progressively increasing. From the above discussion it would be evident that the aims and

the scope of the Bureau should be, among other things, to take up Individual case work of Educational, Vocational and Personal Guidance of a suitable nature.

4. In the sphere of guidance it may best confine itself to educational guidance of school-going population provided the programme of guidance is approved by the expert committee. It, may, at present, refrain from vocational guidance and selection until, at any rate, relevant aptitude tests are standardised and are available.

4. I completely disagree with this recommendation and consider it not only technically incorrect, but as a matter of policy very unsound. It asks us not only to stop all vocational-guidance and selection work, but to be tardy even in taking up educational guidance programmes. This would in effect reduce the Bureau to an isolated and perhaps academic institution, only constructing tests without any contact with the outside school world. The fallacy in the argument is that tests are not constructed to be piled up for use at a future date when the whole ideal structure in 10 or 20 years has been completed. In every country, when tests are constructed, they are immediately applied and this application is the Guidance work. Of course a certain acceptable level of efficiency must be reached. Then the cycle goes on, and tests are refined further and further in the context of the practical application of these tests. To construct tests and not to apply them would, therefore, be not only wasteful but meaningless.

Further, we must never lose sight that an institution like the Bureau is essentially a practising psychological institute and this characteristic must remain intact. This recommendation can, therefore, never be accepted for it would nullify the whole function of the Bureau. Educational and vocational guidane, as I have already said, are interconnected activities in which a certain minimum essential efficiency has already been reached by us. Any recommendation for its stoppage can only be entertained if supported by any technical criticism in which Prof. Kali Prasad's report is altogether lacking. Finally, I do not know what an "expert committee" can do about programmes of Educational Guidance. There is no point of principle involved in them, and the Director of the Bureau should certainly be expected to know how this work should be executed.

5. In the area of personality assessmenit it may not take up Rorschach techniques and methods without getting adequately trained persons in this technique. It may, therefore, also not attempt at personal guidance, much less psychotherapy.

5. This is a recommendation with which I not only do not agree but which I consider to be amazingly illogical from the point of view of psychological work. Rorschach is a test of personality. It is merely diagnostic and not at all therapeutic. What connection the Rorschach test has with the activities of Psychotherapy is not at all clear to me. Psychotherapy was taken up even when there was no Rorschach test, and even now may proceed, specially in the case of children, without having to take that test at all into account.

In regard to the work on Psychotherapy I have already made my views clear. In regard to the use of the Rorschach test I do not at all agree that this should be banned in the Bureau. It is a most surprising recommendation; for the Rorschach is one of the tests which all practising Psychologists use. Just as Psychologists use different intelligence tests, so do they use the different personality tests such as the Rorschach, the T.A.T., the M.M.P.I., the M.A.P.S. I do not think it is even within the purview of anyone to stop a psychologist or a psychological institute from using a particular test, for a psychologist must use the appropriate tests in order to carry out his job. In regard to the professional training for the Rorschach test in particular I have to point out that its application and evaluation is included in all advanced courses of Psychology in progressive universities particularly in the west, and in this respect it is similar to the various Intelligence and Aptitude Tests which are also included in such courses. There is nothing particularly prohibitive or mysterious about the Rorschach Test. I do not know how Prof. Kali Prasad concludes that this work is being done in our institution by persons who are untrained in the Rorschach technique. We have in fact persons who are trained in this work. Our Rorschach Diagnostic protocals are some of the best I have ever seen anywhere and all these were before Prof. Kali Prasad for inspection.

In this connection I also mention here that we have in fact some papers to our credit in this field although I do not at all mean to imply by this that we are specialists in the Rorschach or mean to become one. For, we are not a Rorschach Institute but a general Psychological institute. We are making use of the Rorschach test as all general psychological institutes do, and this is perfectly legitimate.

6. In order to implement the limited programme suggested the Bureau must have the following personnel and equipment for construction and operation:—

(i) A dozen well trained Educational Psychologists (Senior and Junior) with special training in individual, group, language, non-language verbal, non-verbal, performance, and other allied procedures.
(ii) Two competent statisticians with specialisation in educational statistics.
(iii) One dozen trained administrators and testers.
(iv) Four scorers or computers.
(v) At least five persons included in (i) ought to have specialised at least in one of the following:
  (1) General, Experimental Psychology and theory,
  (2) Educational Tests,
  (3) Social Psychology.
  (4) Psycho-physics and psychometrics.
  (5) Clinical Psychology.
  (6) Four computation machines.

6. Here Professor Kali Prasad has given a list of personnel and material. I do not know what the exact purpose of this is except perhaps to imply that the Bureau has been trying to do things without any proper personnel or material. If this is so, then it is very wrong. For example, in the matter of Apparatus we have from the start possessed four computation machines which of course we have been utilizing fully. Professor Kali Prasad's statements of the quafications needed for the work of the Bureau are extremely general and vague. The five specifications practically cover everything in psychology. It is perfectly useless to try to enumerate the syllabus of an M.A. course in Psychology. What institutions like the Bureau need of its staff is thorough grounding in what is now accepted to be a proper course in psychology. This deficiency exists at present and is a heavy responsibility with the universities which propose to cater for psychological studies and to turn out graduates in psychology.

7. Relevant apparatus and equipment for the laboratory (the present apparatus and equipment in the laboratory) is wholly inadequate.

7. The statement that, "the present apparatus and equipment in the Laboratory is wholly inadequate" is not in the least correct. I wonder if Professor Kali Prasad herein seriously refers to the Bureau, for the Bureau has been able to build up one of the most comprehensive of laboratories for its purposes that in fact exists anywhere, and which has been the admiration of every single Psychologist who has visited the Bureau. If the laboratory is so "wholly inadequate" would it not have been proper on Professor Kali Prasad's part to indicate

8. The personnel of the Bureau must be permanently attached to the Bureau. The practice of transferring people from time to time from Bureau to the teaching service must be discontinued.

9. A committee consisting of technical experts be appointed to review the work periodically (at least twice a year) and to help the Bureau with suggestions in matters of co-ordination and organisation of research schemes and other allied work taken up by the Bureau.

the names of at least a few of the deficiencies ? In the matter of Tests and Apparatus we have certainly never felt the absence of a anything that we needed.

8. It is much too simplified a statement to be of much use. It is at present only of theoretical interest and will remain so until the cadre of psychological service widens considerably, and therefore, needs considerable modifications before it can be accepted.

9. It is again vague and general. The Bureau's aims and functions may need a review at intervals of time (say 5 to 10 years) from the point of general policy, but what technical experts can do for the Bureau every six-months is not at all clear unless it is implied that the Director of the Bureau would not have sufficient technical competence to put into practice, policies enunciated for it after mature consideration.

Functions of the Bureau as given in Pamphlet No. 1 published by the Bureau in 1947, and referred to in the preceding note.

(*a*) To construct and standardise tests of Intelligence Group as well as individual, verbal as well as non-verbal, applicable to people from all strata of Society of the province; and to conduct Intelligence Surveys of the Province.

(*b*) Construct and standardise attainment tests in different subjects of the school for different grades of pupils to enable uniform assessment of school pupil's progress, and thus to do away with most of the present unsatisfactory school examinations.

(*c*) To construct and standardise tests for different special abilities and aptitudes and thus to establish the practice of educational and vocational guidance for school boys on a sound basis.

(*d*) To construct and standardise tests and procedures for an assessment of the personality of the adult and the child and thus to establish the practice of personal-guidance on a sound basis.

(*e*) To devise and establish procedures of clinical practice for emotionally maladjusted personalities and to treat cases of delinquency, backwardness and generally those of problem children.

(*f*) To devise and establish proecdures for psychological work in various spheres of social activities such as those in Industries, Business, Selection for Services etc.

(*g*) To organize and guide psychological service throughout the province for schools in particular, and the public in general.

(*h*) To conduct research in Applied Psychology particularly from the point of view of maintaining a high level of efficiency in the functions of the Bureau as indicated in the above paragraphs.

APPENDIX XII

(Vide page 51, para 2)

NOTE OF THE EDUCATION DEPARTMENT ON THE RECOMMENDATIONS OF THE HOLIDAYS AND SCHOOL HOURS COMMITTEE.

In June 1948, Government appointed a departmental committee to examine the question of school hours, holidays and examination time. The terms of reference of the Committee were as follows:

(1) To go fully into the question of school hours and holidays observed at present in institutions (including Basic schools) under the control of the Department, their number, character and the principles regulating their grant.

(2) To suggest any modifications considered desirable in the present day context having regard to all relevant factors.

(3) To consider the desirability of changing the time for holding the annual promotion examination having due regard to the interest of students' studies during the summer vacation.

2. The Committee made the following recommendations—

Holidays.—The minimum number of working days should be fixed at 220 instead of 200 laid down in the Education Code at present. This should be done by cutting down certain holidays.

Vacations.—(1) In the Urban areas the time of vacation is suitable except that it should be limited to the period from May 14 to June 30 each year. The reduction of one week may be compensated by adding three days to Dasehra and 4 days to X'mas week or where necessary to Moharram and Id holidays.

The Committee did not recommend any long holidays for the winter but suggested that for the Higher Secondary stage there may be properly planned activities such as social service, excursions, visit to places of educational interest or other short term courses not included in the curriculum. The days spent in such activities should be counted as working days. If it is not possible to act upon this suggestion wholly, it may be adopted with selected groups of students and gradually enlarged to include more students.

(2) For rural areas a summer vacation of 3 weeks in June and another 4 weeks vacation for the harvesting, sowing and rainy days as required are recommended. The exact time of vacation for sowing and harvesting will vary slightly from year to year and from area to area and so the heads of institutions may be allowed sufficient discretion to make necessary adjustments according to the purpose of each vacation.

(3) For hilly parts of the province only one winter vacation of 7 weeks is recommended with variations according to local conditions.

School Hours. (1)—The duration of teaching periods should, as far as possible, be 45 minutes but not less than 40 minutes.

(2) It was agreed that late dismissal of schools during morning hours defeated the very purpose of holding schools in the morning by exposing the school-going children to the rigour of mid-day sun. The Committee, therefore, suggested that there may be 5 periods a day and later on 4 periods a day during the hottest part of the year in morning hours from April to July, the working hours lost being adjusted by the 20 additional days in other months.

The Committee recommended that exclusive of recess there should bea minimum of 5 hours teaching from August to March and 4 hours during summer (morning school) which may be reduced to 3 1/2 hours in the hottest part of the year.

(3) Schools may assemble at 10.30 A. M. from August to March and half hour after sunrise from April to July. During August and September also schools might work in the morning provided that working hours are not less than 4 hours and are not dismissed later than 11 A.M. In the case of girls' schools they should assemble 1 hour after sunrise to give time to buses and carts to make their rounds.

In rural areas morning hours should be from half an hour after sunrise and day hours should be 10.30 A.M. to 4 P.M. inclusive of 1/2 hour for recess.

Double shift system. The Committee was on the whole against the adoption of the double shift system and felt that the advantages in the shape of the use of the same building and equipment were outweighed by the disadvantages to the teachers and the taught such as inconvenient school hours, less games etc. The Committee, therefore, recommended more liberal grants for builcings etc. and opening of different types of scho ols.

Examinations.—It was the general view that home examinations should end immediately before the public examinations start. All marking of answer books, tabulation of results etc. being done during the public examinations and new classes formed by the first week of April except class XI which would be formed in July as heretofore.

3. The recommendations of the Committee have been carefully examined and it is proposed that they may be accepted with the following modifications or additions:

1. *Number of Working Days.*—The Acharya Narendra Deva Committee considered the question of working days and had recommended that the minimum number of working days should be 225. It is proposed that instead of 220 as recommended by the Committee, the minimum number of working days should be 225. The school year will thus consist of:

Holidays ..	.. 50 days
Sundays ..	.. 52 days
Vacations ..	.. 38 days
Working days	.. 225 days
Total	.. 365 days

2. *Vacations*— In fixing the working days it has already been proposed that the number of vacation days should be limited to 38. In conformity with this proposal it is proposed that vacations should be observed as follows:—

(i) The Higher Secondary Schools .. 21st May to 30th June.
(ii) Primary Schools and Junior High Schools..Ist June to 30th June.

The reduced vacation may not be added to any other holidays.

Government fully endorse the recommendation of the Committee regarding extra-curricular activities and it is proposed that the last week of December should be utilised in social service, excursions etc. which should count as working days. It is accepted that such activities cannot be successful unless they are counted as working days.

In regard to two vacations proposed for rural areas it will be necessary to reduce holidays and the proposed harvesting vacation may be observed as follows :

(i) One week for harvesting after the 15th Novemb er in connection with the Kharif Crop to be adjusted according to the need of the area; and

(ii) Two weeks for harvesting in continuation with the Holi Holidays for Rabi Crop.

Sowing may not be so important as to require the services of school children.

For hilly areas the vacation as accepted for the plains may be allowed during the winter months.

3. *School hours*—The Committee's recommendation regarding the duration of periods may be accepted but as regards the number of school hours it is proposed that it may only be laid down that during the summer the school shall be for 4 hours while during the other months it shall be for 5 hours, exclusive of recess. The choice of starting and finishing the school may be left to the heads of the institutions concerned but late dismissal of schools during morning hours may not be allowed.

4. *Double Shift System.*—In view of the difficulty of providing buildings and equipments the consideration of the recommendation may be left out.

5. *Examinations.*—While it is agreed that the Home Examinations precede the public Examinations and that there should be two examinations one in the first term and the second in the second term it is proposed that the timing of the examinations may be left to the heads of the institutions.

It is also proposed that the school session should correspond to the calendar year, the first term from January to June and the second from July to December, the final examinations being held in December. This will give ample time to the students to do their studies properly and they will also be able to get the benefit of the best part of the winter season. The arrangement will also not leave any free period in any demonstrations etc. At present they feel they have a free period upto Dashehra as the final examination is still far off. A detailed scheme will be drawn up for implementing this proposal after the principle has been accepted.

The recommendations of the Committee and the proposed changes are submitted to the Standing Committee for their advice before they are implemented.

JOINT SECRETARY (EDUCATION).

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APPENDIX XIII

(*Vide Page* 58, *paragraph* 11(1)

Specimen form of record to be maintained by each secondary school in respect of each student.

Name of the institution.....

PARTICULARS OF THE STUDENT	RECORD OF ATTAINMENT											
	Exam. result of each class	Subjects offered and marks obtained.				Grand Total	Aggregate percentage of marks secured	Position in the class	Subjects failed in	Attendance	Weight with date	Results of interview with the guardian or medical examination with date.
1. Name of the student												
2. Class Section		*Class*										
3. Nationality	1st term											
4. Date of birth Married / Unmarried	2nd term											
5. Name of father or guardian with address	3rd term											

PARTICULARS OF THE STUDENT		RECORD OF ATTAINMENT										
6. Occupation and monthly income of the father or guardian		*Class*										
7. Whether residing in the hostel ? If not then Local Residence.	1st term											
8. Exams. Passed with year, division and distinction, if any												
9. Institutions attended with dates.	2nd term											
10. Games and Recreational exercises interested in and distinctions secured, if any.	3rd term											
11. Hobbies												
12. Conduct												
13. Scholarships and medals awarded.	1st term	*Class*										
14. Fee concessions granted	2nd term											
15. Part taken in Social and cultural activities, Literary Societies, Debates etc., and special features, if any.	3rd term											

APPENDIX XIV

List of papers circulated to the members of the Committee

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1. Report of the first Acharya Narendra Deva Committee of 1939.
2. Prospectus of the Board of High School and Intermediate Education, 1953.
3. A note on the implementation of the recommendations of the first Acharya Narendra Deva Committee.
4. Scheme of Secondary Education as introduced from July 1948.
5. A Report on the Survey of Students by Dr. Haikerwal.
6. Report of the Technical Institutions Reorganization Committee, U. P., 1950, and 1951 (two volumes).
7. Report of the Cottage Industries Sub-committee, U. P., 1950.
8. Booklets and Pamphlets issued by the Bureau of Psychology, U.P. Allahabad.
9. Pamphlets issued by Government Central Pedagogical Institute, Allahabad.
10. The book entitled "School Education in England" by Dr. Haikerwal.

PARTICULARS OF THE STUDENT

6. Occupation and monthly income of the father or guardian

7. Whether residing in the hostel ? If not then Local Residence.

8. Exams. Passed with year, division and distinction, if any

9. Institutions attended with dates.

10. Games and Recreational exercises interested in and distinctions secured, if any.

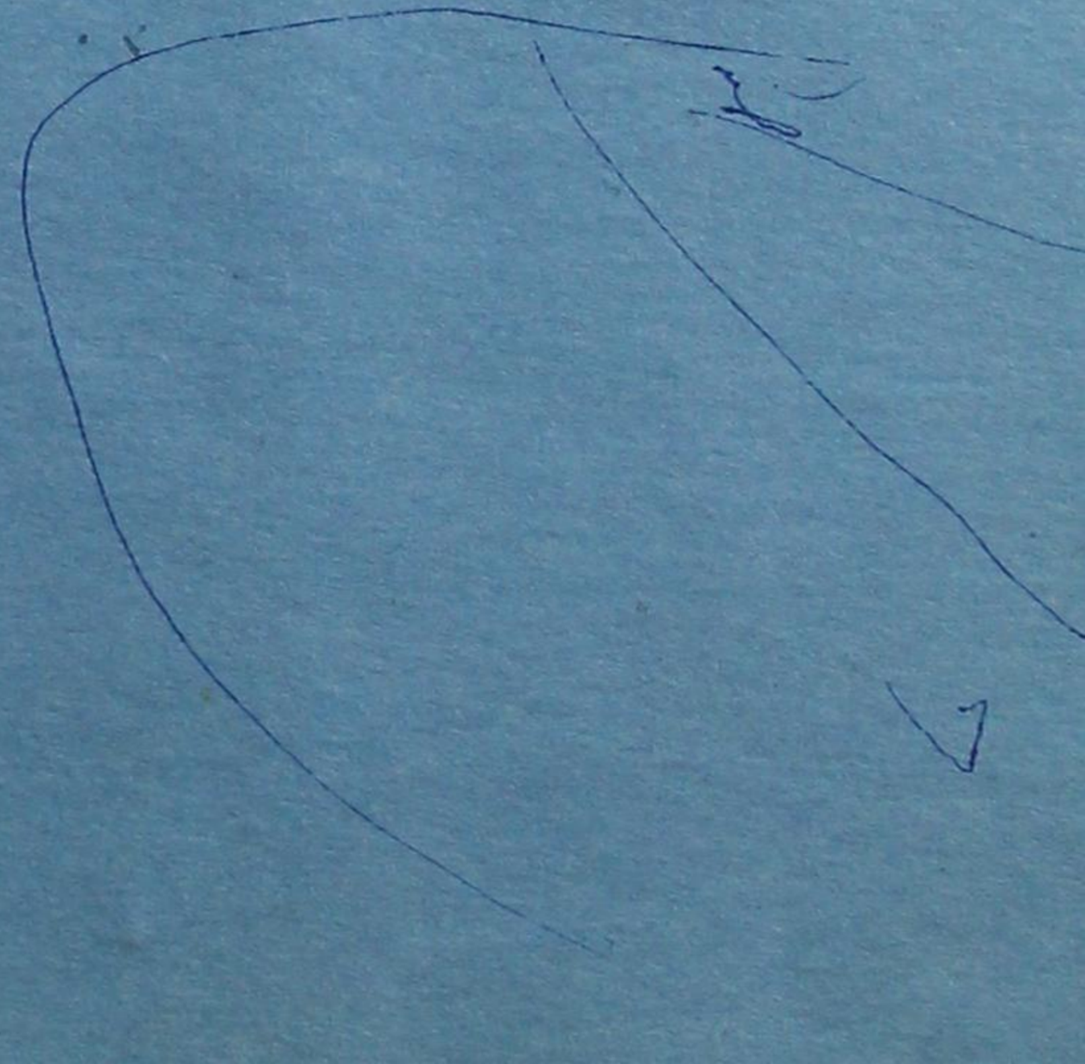
11. Hobbies

12. Conduct

13. Scholarships and medals awarded.

14. Fee concessions granted

15. Part taken in Social and cultural activities, Literary Societies, Debat etc., and special features, if ar



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